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ABSTRACT

This manual provides suggestions for planning and organizing literacy programs; samples and illustrations of course content; and suggested criteria for setting up such programs. The seven chapters of the manual are as follows: 1. Things Which You Can Do; 2. Learning to Talk English; 3. Reading; 4. Writing; 5. Spelling; 6. Teaching Arithmetic to Adults; and 7. Basic Essentials Chart for a Literacy Education Program. Selected References conclude the manual. (DB)

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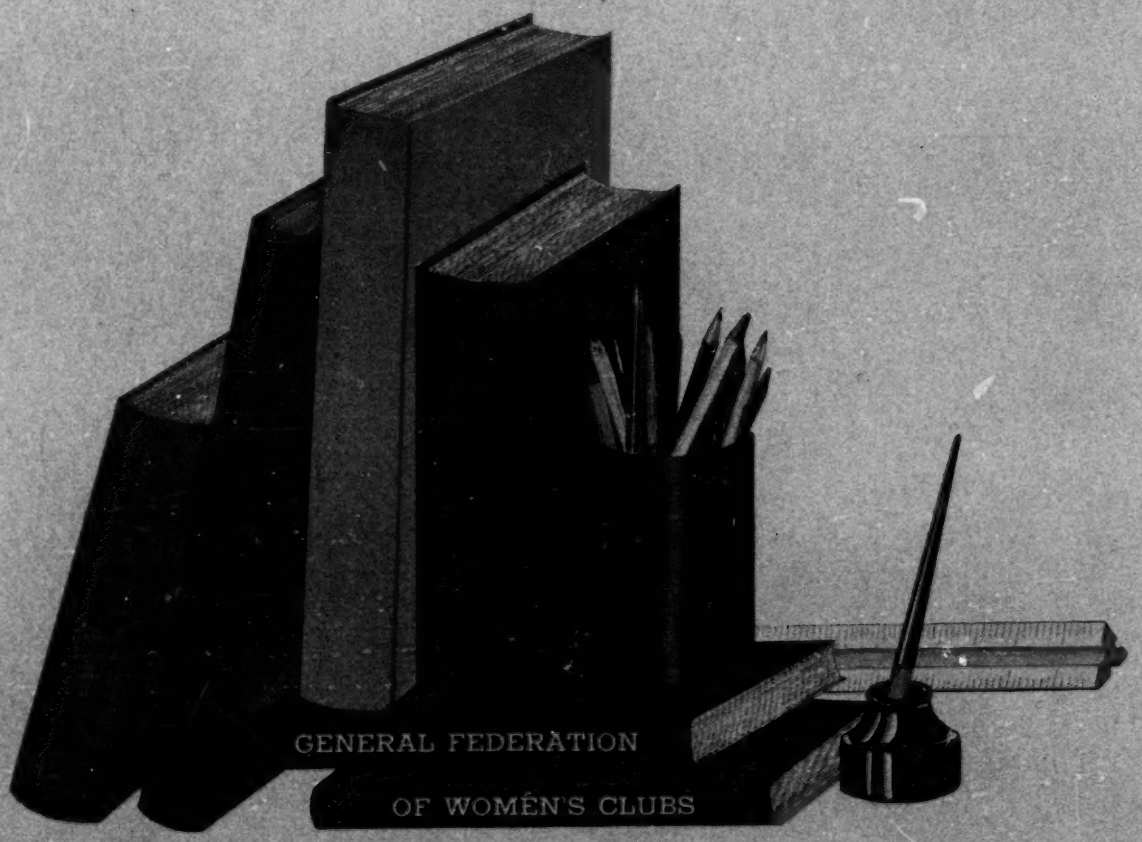
# TEACHING ADULTS

# THE

# LITERACY SKILLS

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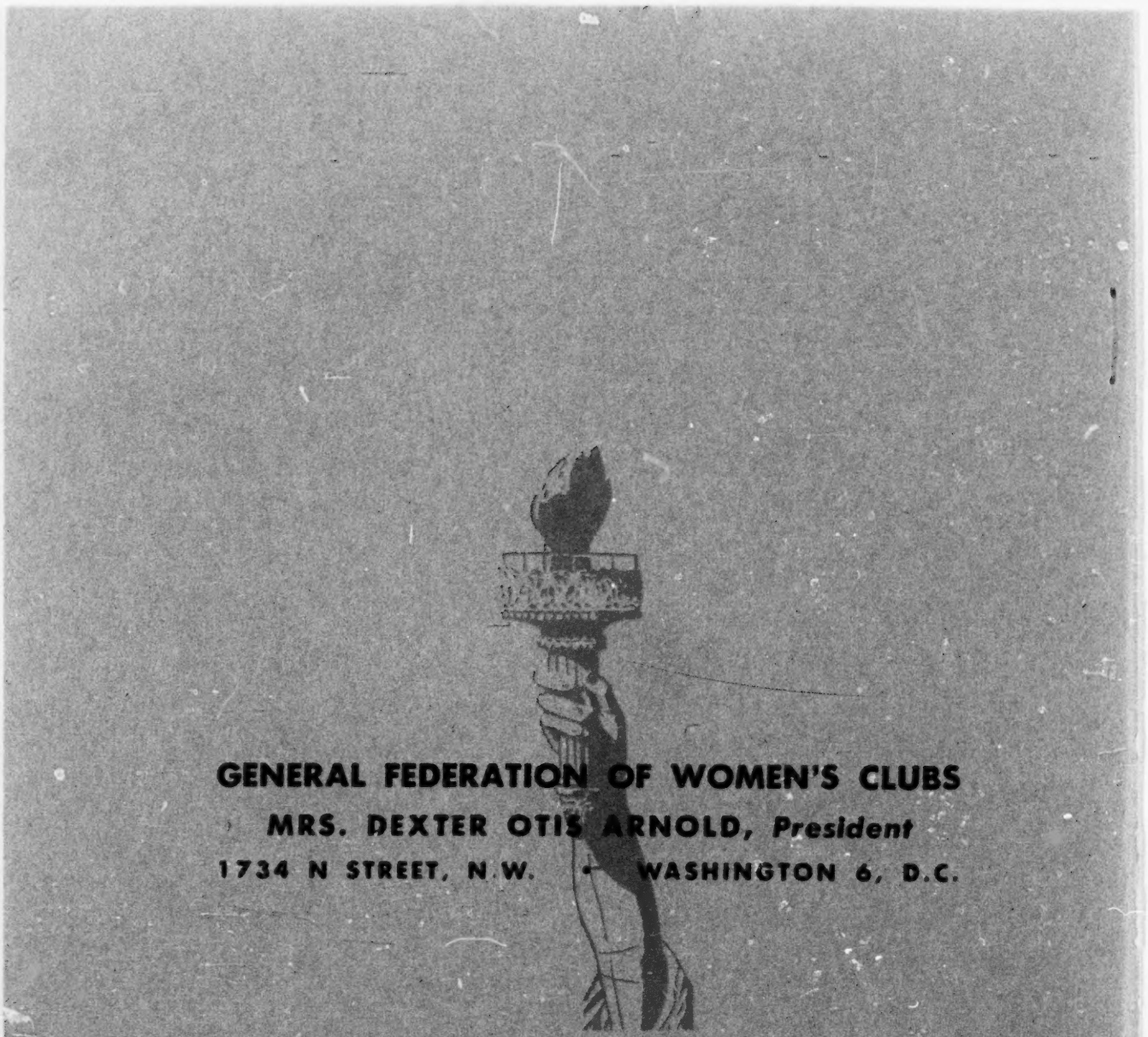


**GENERAL FEDERATION OF WOMEN'S CLUBS**

**MRS. DEXTER OTIS ARNOLD, *President***

**1734 N STREET, N.W. • WASHINGTON 6, D.C.**

# TEACHING ADULTS THE LITERACY SKILLS

by

Edward Warner Brice

Roy B. Minnis

Ellen C. Henderson

A Manual for Clubwomen and Other Leaders who are Interested in Planning and Carrying Out Literacy Programs.

General Federation of Women's Clubs
Washington, D. C.

"Ten million Adult Americans above the age of 18 have had so little schooling that they are virtual illiterates--they cannot read, write and figure well enough to meet minimal demands of modern life."

- Ambrose Caliver
Late Chief of the
Adult Education Section
U. S. Office of Education

# FOREWORD

The General Federation of Women's Clubs conceives as one of its special tasks that of lending support to the nationwide effort to eliminate illiteracy in the United States and to give assistance toward the solution of this major problem at the international level. In this administration, we have chosen as our theme, "To Strengthen the Arm of Liberty." We believe one way we can strengthen the Arm of Liberty is through direct efforts to reach and teach the 8.3 million adults in the United States, age 25 and above, who have less than five years of schooling. These men and women are severely handicapped as workers, as heads of families, and as citizens because they cannot read, write, and figure at a functional level.

In achieving the goal of a totally literate nation within the next ten years, many public and private agencies will have to join forces. Courses of instructions of various kinds will have to be organized and taught. New methods and techniques using mass media will have to be adopted The General Federation of Women's Clubs initially will stress two major approaches:

(1) the established teacher-student classroom situation utilizing new methods and techniques,

(2) "Operation Alphabet," a new approach to helping adults learn to read and write using television.

Both approaches are considered vital and necessary if a genuine attempt is made to attack the country's illiteracy problem on a national scale.

This manual has been prepared to aid clubwomen in developing and carrying out either type of program. In some communities both approaches may be used at the same time.

The manual provides suggestions for planning and organizing literacy programs; samples and illustrations of course content; and suggested criteria for setting up such programs. What is presented in the teaching phase of this manual will have to be augmented by additional lessons and experiences introduced by the teacher. If handled with care, the manual will successfully guide the volunteer teacher in effectively teaching adults the literacy skills. This manual represents the joint contributions of Doctors Edward W. Brice and Roy B. Minnis of the U. S. Office of Education, and Mrs. Ellen C. Henderson, specialist in the teaching of reading and speech. The General Federation of Women's Clubs gratefully acknowledges their contribution as a service to our mutual concern for the uneducated and undereducated in our society

Margaret Long Arnold

Mrs Dexter Otis Arnold
President

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CHAPTER 1

## THINGS YOU CAN DO

Each women's club or club member can gain strength and stature by initiating a county or city-wide campaign to inform men and women that:

1. Adults can learn whatever they need to know.

2. The best time to learn anything is when you feel a need for learning it - whether you are 16 or 60.

3. New methods of teaching enable adults to acquire the skills of reading, writing and figuring in a few months.

4. Most jobs now require workers who can read and write.

To initiate or improve a program of adult literacy education, the women's club or club member should:

1. Study the literacy figures for your State, city or county as recorded in the U. S. Census.

2. Have a panel discussion of the needs for an adult literacy program in which the state, city and school officials, labor leaders, and leaders of community organizations participate.

3. Encourage adult students to attend classes for adults which are already organized.

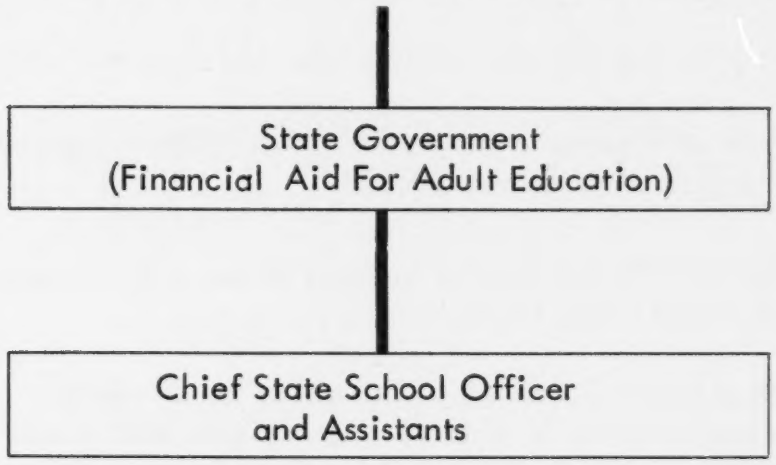
4. Cooperate with other organizations in the community and jointly develop a program of action toward beginning classes very soon.

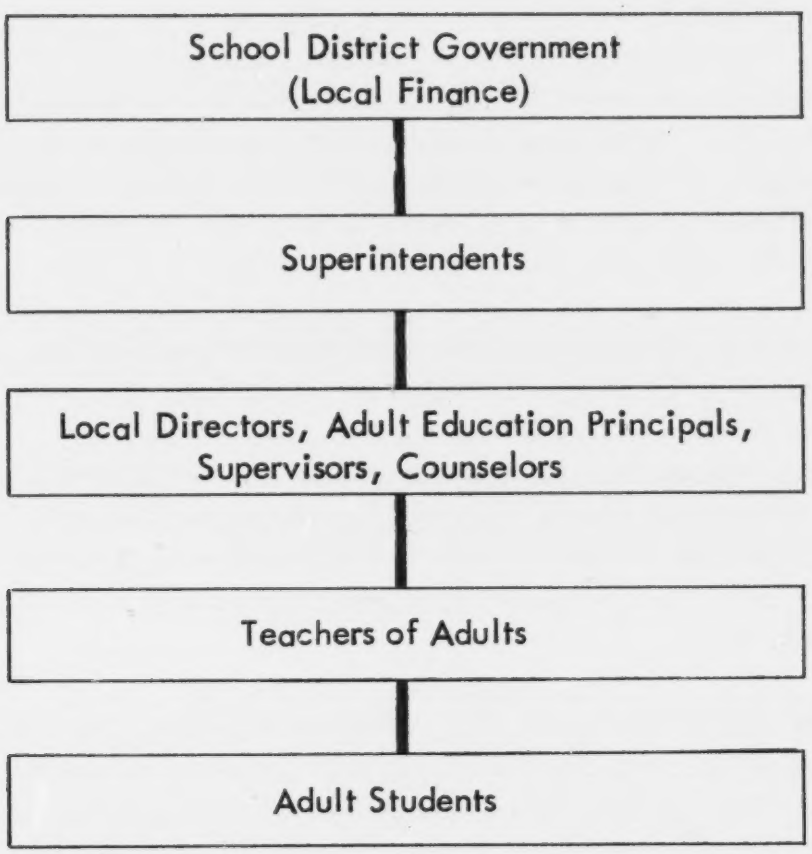
5. Support good legislation for adult education.

6. Teach classes whenever you are prepared to do so.

## The Role of State Government

Many states have legislation designed to grant authority to local districts to carry on schools and classes for adults. In some instances these laws make mandatory the offering of certain types of classes. New York, for example, passed a law in 1918 requiring the compulsory maintenance of evening schools in which required subjects must be taught. Figure I shows the typical organization of adult education in a state for a good program of adult education.






The significance of the creation of this kind of organization lies in the fact that where such an organization exists there are excellent opportunities for cooperation and coordination of literacy efforts.

## How To Use Existing Facilities

Many local boards of education are opening public schools for classes in literacy and citizenship. It is important to know exactly what the board of education in your community offers. Details of any adult education program can be easily obtained from the board and should serve as the basis for planning a total program.

If the board does provide literacy and citizenship training for adults, then clubwomen and volunteers should work with the board's program and under the guidance of the local director of adult education. In no case should competing systems or programs be established. It is good to remember that the primary responsibility for providing educational opportunities for all citizens in the community rests with the board of education.

Where a local board of education does not provide any adult education classes for illiterates or where these classes are inadequate for the needs of the community, it is often possible to persuade them to expand on the basis of demonstrated need. In some cases where the local board may not be able to provide classes, or adequate classes, cooperation in providing classroom space, teaching aids and general guidance will usually be obtained.

In the actual setting up of a volunteer program, the local board of education and the public library will usually cooperate even where they cannot extend direct aid. It would be advisable, where suitable, that someone connected with these agencies be asked to serve as members of the committee.

Among the clubwomen and volunteers a professional teacher can probably be found to take the initial responsibility for the curriculum, and also for training a group of volunteers to help in the program, or take it over eventually. In selecting volunteers for training as teacher the professional should, wherever possible, choose those who have been teachers previously, or who have had some courses in pedagogy, although they may not have had direct teaching experience.

As a clubwoman you will, of course, know the leaders of the General Federation of Women's Clubs in your district, State, and community, and you should cooperate with them in every way. The best service will result when all existing agencies and authorities are working together.

## Using This Manual

This manual is not designed to be a complete course in literacy education for the first level or grades 1-3. It is suggestive of the type of approach which may be successfully used by a volunteer teacher in organizing and teaching a literacy class.

The first section following this chapter gives a full explanation of "Operation Alphabet" and how it may be used in a program designed to reach a large number of adult illiterates in a relatively short period of time.

Following this section there are lessons in talking, reading, writing, spelling, arithmetic, health and science. These lessons do not represent the full treatment which should be given to these important aspects of literacy at the beginning level. Additional work will be required, and this work should be based on the "Basic Essentials Chart," which is at the back of this manual. Supplementary materials of a great variety will be required for enrichment For additional materials and information a brief list of selected references appears at the end of the manual.

## Suggested Criteria for the Selection of Teachers for GFWC Sponsored Literacy Classes

1 Has served as a teacher during some period of her life.

2. Is vitally interested in people and their progress rather than in subject matter per se.

3. Has a flexibility of personality and attitude toward education which makes it possible to understand the differences in teaching adults. The adult student is a member of a volunteer

audience while elementary, secondary or collegiate students are a "captive" audience.

4. Has a high level of patience and tolerance for persons who may not appear to be rapid learners.

5. Has respect for others and their experiences as they perceive them.

6. Has creativity and ingenuity in developing materials.

7. Has high emotional stability and low boiling point.

8. Willingly participates in orientation program to understand special materials prepared for adults and how to use them.

9. Participates in training programs to learn the psychology of the adult, adult learning principles, material availability, and curriculum developmental techniques and utilization.

10. Has the temperament and ability to work with local educational authorities as a "partner."

## WHAT YOU ARE GOING TO TEACH - AND HOW

### Reading, Talking, Writing, Figuring, Citizenship and Listening

You have organized a class by using good motivation and encouragement for adults to enroll. They are in your class because of self-determined needs and because in the actual working out of their lives they find further learning necessary and desirable.

The meeting place has been carefully arranged. It is clean, comfortable, well ventilated and lighted. You have the necessary equipment--blackboard, eraser, bulletin board, chairs, tables, and storage space. The meeting place may be in a school, home, settlement house, clubroom, a Y.M.C.A or Y.W.C.A., community center, store, church, a factory, a hall, or basement.

You are ready to begin. Where and how should you start with 20-30 adults who are eager to learn? A few suggestions may be helpful.

1. Be friendly!

2. Get acquainted with your students.

3. Record the pertinent information about each one.

4. Discuss informally what they would like to accomplish in the class.

5. Discuss your specific goals for the class.

6. Discuss and show the materials which are to be used, time allotment and schedules.

7. Introduce the first subject matter.

8. In classes of adults who do not understand English, give each member of the class a card on which is printed his name and address, the number or name of the meeting place, and the time for the meeting.

## The Role of the Volunteer Teacher

The quality of literacy instruction can be improved if the teacher will, in all classes where the adults understand English:

1. Make use of many kinds and types of audio-visual aids such as charts, pictures, pamphlets, flash cards, and magazines which relate to the topic of the lesson.

2. Vary the methods and techniques of instruction.

3. Provide many opportunities for participation of the students.

4. Acquaint students with the sources of information which they need concerning their everyday affairs.

5. Make use of the library, homemaking, health, and other facilities and services whenever possible.

6. Call upon nearby schools, colleges, and universities and other resources in the community for materials to enrich the lessons.

7. Attend workshops and other meetings held for literacy education teachers.

8. Work closely with the education authorities in the area to provide the kind of program which will be successful.

9. Keep accurate records and reports of the class.

10. Plan follow-up work with the students.

In all of these activities care must be taken to insure a mature, approach. For adults who understand English it is best to use the correlative method of teaching. This means that reading, writing, speaking, health, science, arithmetic, etc., should be presented as a total or "whole" experience for the adult and not as small, separate bits and pieces of knowledge.

The unit method of teaching lends itself to the teaching of adults. The development of a unit must include four things:

1. The working out of a unit must be the answer to adult-understood problems of adult appeal and interest.

2. Listing of aims and objectives. What learning must the adult get from this material?

3. Listing of everyday activities that must be performed by the adult in working out the unit.

4. Checking these activities with the tool subjects (reading, writing, arithmetic essentials).

What should the teaching of a unit include?

1. The adults must be well prepared to desire and to understand what they are going to do.

2. The teacher must have the activities listed and check them off when they are completed.

3. The teacher must have a definite plan, must know what and how to do it and have all needed supplies and equipment ready.

4. Time during each meeting of the class must be set aside for all kinds of related drill work.

5. The teacher should make an outline of all subject matter taught and check it against the list of minimum essentials which are in the back of this manual.

6. Nothing should be done for show or window dressing. The work must be honest, or unsatisfactory learnings will take place.

## A Great Big Caution for the Teacher

Inexperienced teachers of adults may be inclined to go too fast and not be thorough. Be sure to include all learnings that are possible. For the first level of literacy--approximately the first three grades of the regular school system-- at least 240 hours of classroom or classroom and job related training will be necessary. Experience has shown that this amount of time may be much reduced if classroom instruction is enriched with a liberal use of audio-visual instructional materials.

## Basic Essentials to be Taught

The classroom or the formal learning situation may be an entirely new world for the adult. He must be informed as to what is expected of him, and in turn he must be given a chance to explain what he expects to get out of the experience. The classroom atmosphere should be as informal as possible. Adults, as other students, should have the feeling that they are being successful if they are to continue coming to the class.

In the back of the manual are listed the basic essentials which in the judgment of the authors are to be achieved if the first level of literacy is to be achieved. Remember these goals are the minimum essentials. If your class can do better than

lists 17 causes for drop-out.

1. Poor teaching; teacher's lack of interest in the group.
2. Poor grouping or placement of students.
3. Class size--too large for personal attention.
4. Student's needs not met.
5. Student has not been made to feel that the need for "learning never ends."
6. Poor equipment and facilities.
7. Stairs too difficult to climb; seats too small.
8. Loss of interest by student; lack of ability or skills.
9. Class conflicts with working hours of students.
10. Long holidays and numerous holidays.
11. Illness or other adult problems at home.
12. Students' social interests competing.
13. Too much expense or time consumed in transportation.
14. Lack of transportation.
15. Goal of student has been attained.
16. Family reasons.
17. Student's improved employment and financial situation.

this so much the better. It is doubtful that an individual can become too literate!

## Examinations

The traditional testing program of subjective examinations has no real purpose or place in a literacy education program at the first level. Emphasis should be upon demonstration and performance of a very practical sort. Can the adult read well, write a simple letter, and solve number problems up to a certain level? How well does he accomplish these things? Adults are generally afraid of examinations and this is particularly true of adults who dropped out or never attended school. Examinations in the literacy program should not enhance these fears.

# HOW TO USE AUDIO-VISUAL TEACHING AIDS

Visual and audio-visual aids are a vital part of the literacy teaching process. The picture, the poster, the word on the chalkboard, the map of the United States, are all indispensable visual aids clarifying and strengthening the subject matter taught. The filmstrip, combined with records is an audio-visual instruction to English. Records, combined with pictures and a printed text are again an introduction, through listening, associating, imitating, and repeating to beginner's literacy.

## Holding the Adults - Do You Have Drop-Outs?

You will have adults dropping out of many literacy classes. They enroll, attend a few classes and then disappear never to return. Why does this happen? Can you do anything about it? The Bureau of Adult Education of the State of New York

## Techniques that Help to Hold Attendance

1. Be sure that each adult experiences a feeling of success. Emphasize that the class is not a course, that it has no specific beginning or terminal point, that the student is free to enter when he wishes and to remain as long as he is "getting something."

2. Plan the program and lessons with the advice of students.

3. Beginning and ending the class on time.

4. Holding the class at a time and place convenient for the student.

5. Keeping the class where possible open on an all-year round basis.

6. Establishing sound guidance and counseling services, and recreational facilities for the students and their friends.

7. Arranging for students to take part in community celebrations, drives, and campaigns which provide opportunities for civic participation.

8. Involving the adults and their families and friends in the educational program.

9. Involving the students in the promotion of the class and the recruitment of new students.

10. Relating literacy programs to definite on-the-job responsibilities and duties.

11. Relating literacy program to future job opportunities and possibilities.

12. Taking an interest in the adult and his total situation.

13. Freely giving extra time to members of the class who have been unavoidably absent.

14. Making talking opportunities for the students who are learning to speak English.

## "OPERATION ALPHABET"

What It Is — How It Works

"Operation Alphabet" is a new approach to helping adults learn to read and write. It consists of 100 half-hour television lessons on video-tape which are shown five days a week for 20 weeks. The adult student uses a TV Home-Study Book at home to supplement and reinforce what he learns from the TV lessons.

The adult who conscientiously follows "Operation Alphabet" throughout the 100 lessons and who studies and practices with the TV Home-Study Book will acquire a basic reading ability. He will recognize, understand, and be able to learn more words. He will be able to understand many common signs and directions which confront him daily, and he will be able to write better. He will be better able to get and hold a job. He will have a good foundation for further elementary education. Hopefully, he will gain enough self-confidence and an "appetite" for learning to enroll in public school adult education classes. In terms of elementary-school levels, the serious student of "Operation Alphabet" should reach (or very nearly reach) a third-grade reading and writing level.

"Operation Alphabet" is a genuine attempt to attack the nation's illiteracy problem on a national scale. To help

insure its success, three basic considerations have been followed:

1. The program must be educationally sound.

   "Operation Alphabet" was carefully designed and checked over a period of two years to insure its soundness. It does work.

2. The cost to anyone must be held to a bare minimum.

   The films for "Operation Alphabet" are loaned to TV stations without charge. They are provided through the courtesy of the Annenberg School of Communications, University of Pennsylvania; the Philadelphia Public Schools, Division of School Extension, and Station WFIL-TV of Philadelphia, Pa. The TV Home-Study Book costs only $2 and is printed on high-quality paper with an extra-sturdy cover and binding so that it will hold up under heavy, daily use. Mass production techniques have brought the cost down to this affordable level. The books are available from the National Association of Public School Adult Educators, 1201 Sixteenth Street, N. W., Washington 6, D. C.

3. A skillfully designed program of public information is necessary.

   Realizing that the success of "Operation Alphabet" depends to a very large degree on the ability to reach those in the community who need it, a large variety of promotional materials have been prepared for use in the community. Many of these materials are provided to the community free. Others are available at low cost.

"Operation Alphabet" already is well under way across the Nation. Scores of communities have shown the program or are scheduled to show it. Response to the program has been highly enthusiastic.

Television is an especially effective means of teaching illiterates because it provides them with the privacy they demand. One major reason school-centered literacy programs have not reached more non-readers is because these people rebel against revealing their educational shortcomings — shortcomings which many of them have successfully hidden for many years.

"Operation Alphabet," on the other hand, can reach a high percentage of non-readers in a community and provide them with "group instruction" in an individual situation.

One of the most frequent complaints of literacy education teachers is that most of the material available to them is childish in content. "Operation Alphabet," constantly aware of its audience, directs the lessons toward the reading needs of illiterate adults and the world in which the adult lives. Lessons center on the reading involved in typical daily activities such as boarding a bus, going to the post-office, visiting a friend, buying groceries, picnicking in the park, reading a letter from a friend or relative, and finding one's way about in a hospital.

Clubwomen across America can play a vital role in the eradication of illiteracy in this country as millions already have in communities where "Operation Alphabet" has been shown. What can they do?

1. Write for information about the program. Address inquiries to: "Operation Alphabet," C/O The National Association of Public School Adult Educators, 1201 Sixteenth Street, N. W., Washington 6, D. C.

2. Encourage the school systems in their communities to endorse and sponsor "Operation Alphabet."

3. Encourage the school system to establish adult elementary education classes if none exist and to provide them free of cost, or at very low cost, to adults. (Most of the persons who need and want basic educatian are not able to afford tuition fees.)

4. Study census tracts of the community to locate adult illiterates, then concentrate information about "Operation Alphabet" in those areas.

5. Offer to serve as a "helper" to those adults who request help.

6. Watch the series to understand what and how the adult is learning.

Suggested criteria for the selection of "helpers" for the Operation Alphabet "learning-listening" groups:

1. Is not condescending to persons of lower socio-economic and educational levels.

2. Tends to be well liked by others even those with whom she disagrees.

3. Gives service in a manner which reflects an attitude of being the benefactor of the experience.

4. Is willing and does participate in a short course, orientation program, on techniques of helping neighbors learn in a group via television.

5. Willing to report results to GFWC and local school authorities.

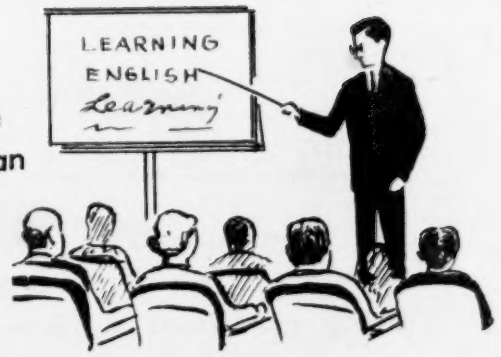
It is important to remember that the best televised program for teaching illiterates is the one which effectively mobilizes the total resources of the community. In this kind of organization, the school has an important and crucial role to play.

Due to technical difficulties it may be impossible to schedule Operation Alphabet in your community. Whether or not Operation Alphabet films are available, every community with a TV station should explore the possibility of citizens working together with representatives of the TV industry and public education to develop and promote a televised educational program for adult illiterates. The combination of educational resources of the schools with the technical knowledge about broadcasting on the part of the TV stations should provide the basis of partnership that will make an important contribution to the educational welfare of the community. Several 16mm films of Operation Alphabet are available for loan to club women in communities as a sample of a televised literacy program. Prints of the film may be secured on request to the National Association of Public School Adult Educators, 1201 Sixteenth Street, N. W., Washington 6, D. C.

CHAPTER 2

# LEARNING TO TALK ENGLISH

## The Foreign Born




The purpose of this section of the manual is to show teachers how they can teach the use of English language to adults even though they do not know the languages which are being spoken by the members of the class.

The experiences through which the students will learn to talk, may be begun at the first session of the class. The students will learn to hear and speak one sentence and they will hear the teacher greet them appropriately and dismiss them with the word goodby.

The manual provides for the beginning of four kinds of development.

## Thinking in English

The students will learn to think in English without having first to think in their native language. This they can begin to do because of the dramatic way the teacher can present the meaning of the sentence. By means of cards on which the words are printed or written, the teacher can pantomine the meaning as it pertains to herself and to the students.

## Repetition to Gain Facility and Self-confidence

Each day the students should learn something that they can continue to use in the class and with other people outside of class. The students will have used the sentence so many times in the first session that they will feel confident about using it elsewhere.

## Ability to Hear and Imitate the English Language

The students will become able to imitate the teacher's sentence intonation and pronunciation. They will have made many repetitions of the sentence in group response, individually, and in talk with other members of the class. Moreover, they will have learned to hear English as it is spoken with its words run together as if a sentence or a phrase is one longer word, and they will have learned that one sentence may be made of two phrases. They will have learned to listen for the individual words and for the sounds of some of the words.

## Correct Production of the Language Sounds

The students may learn to speak English with no foreign accent if they make all of the sounds correctly. To learn correctly is better than to have to have special treatment later. The students should also learn to speak with the sentence intonation that is characteristic of English. They can readily imitate the teacher's intonation because the teacher can pantomine the sentences to give the different meanings which are illustrated here with italics to indicate the important word. Note that the voice rises gradully or abruptly until the important word is being spoken and then falls abruptly or gradually until the sentence is finished. In a question the intonation is completed in the answer.

This is my name.

This is my name.

This is my name.

This is my name.

Note that these four words are spoken in English as if they are syllables of a longer word. The long word always has an accent on at least one of the syllables. Every thought phrase is like a long word when we speak it. We do not have to call the attention of the students to this; but we must be sure that they are thinking the meaning of the phrase. If we are thinking the meaning, the voice behaves in the English way. It is best never to use the word emphasis because there are so many kinds of emphasis.

Is this my name?

Is this my name?

Is this my name?

Is this my name?

In the four words of the sentence are five consonant sounds, two vowels and one dipthong. Here at the beginning, is one of the two th sounds which are not used in the words of most languages and are the cause of much dialectal speaking. The students can easily imitate the teacher's production of the th which is in this, for they can see the tip of his tongue as he thrusts it slightly between his teeth. If the tongue comes between the teeth it will not go behind the upper front teeth to make a d or a t sound, nor will it be stopped by the teeth

to make a z or an s sound. The students can see the teeth open to let the vowel sound come out before they chop off the breath for the s of this. They can see the teeth open and close again to make the two sounds of is. They can see the lips close to make the m of my and then open wide to make the vowel sounds of the diphthong at the end of my. While the teeth are apart for the diphthong, the students can see the tongue fit behind the upper front teeth to make the n of name. They can hear the vowel sound for the a of name come out while the lips are closing for the final m.

Throughout the sessions the teacher realizes that because some of the students speak no English she cannot depend upon talk in her teaching. She therefore has to dramatize or pantomime the meaning until the adults can understand what she is saying or until they can express their own ideas. The teacher can have pictures and dishes and other small things to be used to make the meaning clear.

## Lesson I

### Mastering the Name Sounds of the Consonants m, n, s, z, th

The aim of this first lesson is to have all of the members of the class begin to make the tongue-teeth-lip movements for making the five consonant sounds that occur in this, is, my, name. A secondary aim is to have the students hear the conventional greeting and dismissal words.

The teacher should have her name in large size print on the chalkboard and on a strip of oaktag or other heavy paper. She should also have it typed or printed on cards to give to the students. She should have each student's name printed or typed on cards for the students to use in the class exercises.

1. While the students are coming into the room for the class, the teacher greets them with either good morning, good afternoon or good evening, whichever is appropriate.

2. The teacher prints her name on the chalkboard.

3. She places under it her name printed on a strip of tagboard of paper, and has the students see that both are alike except in the size of the letters. She then shows a small card on which her name is typed to let the students see that the three are the same, pins the card on her shoulder, then says this while she touches each name, and after a pause finishes this sentence:

   This is my name.

4. The teacher picks up a pencil, holds it and says:

   This is a pencil.

5. The teacher says sentences in the same way while she uses other objects and words which name things that may be

held or touched or pointed toward. Included in the words and things are the alphabet letters which occur at the first of the surnames of the students as:

This is the letter -----.

6. The teacher has the students say this while they pick up things, each one imitating accurately, with the tip of of the tongue passing slightly between the teeth and drawing back so that the teeth chop off the breath stream to make a good s.

Mary Smith

7. The teacher puts on each desk a pin and two cards on which the name of the student is typed, saying as she does so:

This is your name.

8. The teacher indicates that each member of the class is to pin one of his cards on his shoulder while all are saying the sentence:

This is my name.

Frank Vereka

9. The teacher and the students hold up their name cards.

All. This is my name.

The teacher pronounces each word distinctly. The students observe and imitate. They see the tip of the teacher's tongue between her teeth for the th. They see her teeth chop together for the s. They see her mouth open to let the

vowel sound come out before her teeth close to make the z sound of is. They see her lips close to make the m of my. They see her mouth open to make the diphthongal vowel sound that is spelled by y in my. They see her tongue touch behind her upper teeth to make the n of name. They see her teeth remain open and her tongue falling to the bottom of her mouth while the vowel sound in name is made. They see her lips close to make the final m sound.

10. The students practice the sentence in group response, then individually.

Cecil Torez

11. The students separate into groups of two or three to practice. The teacher listens and gives the help that is needed.

12. At dismissal time the teacher shows the students how to file their name cards (by the surname). She calls attention to the letter at which each member of the class files his card, tells the students the name of the letter and indicates that the student is to say the name of the letter

Ann Drew

The teacher then gives to each student another copy of the name card to be taken home or otherwise kept by the pupil.

As the students leave the classroom, the teacher uses the word goodby.

Lesson 2

## Adding the Sounds of h, l, r, t, w, wh (hw), y

Words: Mr., Mrs., Miss, what (hwat), your, hi, hello

1. Greeting. (The Teacher greets the students appropriately according to the part of the day, and helps them locate the letter at which their names are filed.)

Miss Jones

2. Review. (As each gets her card, she says her name.)

   Pupil. This is my name.

3. The teacher touches her own name.

   Teacher. This is my name.

   My name is _____ _____ _____.

   What is your name?

Mr. Brown

The teacher says what in slow motion. She illustrates with a strip of thin paper that breath comes from the mouth before the lips close to make the wh sound. The adults can see the lips open for the vowel sound to come out while the tongue is moving from the bottom of the mouth to touch behind the upper teeth for the t of what. (hwat)

Mrs. Smith

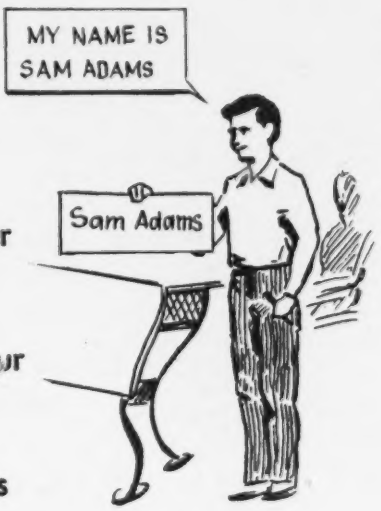
In like manner the teacher's slow motion pronunciation of your should let the students see that for the y of your the lips are stretched

as if to make the name sound of the letter c. They can see that the tongue is in the bottom of the mouth and is pressing against the lower teeth. They can see that when the y sound is finished the lips begin to become rounded. They can see the tip of the tongue begin to rise to make the sound of r at the end of your.

4. The students should be able to understand that the teacher expects them to tell what their names are.

   Teacher. What is your name?

   Students. My name is ----- -----.




6. The students circulate saying to each other, with the assistance of the teacher if help is needed:

   Students: This is my name. What is your name?

   My name is ----- -----. What is your name?

7. The teacher takes the name card of one member of the class, reads it, and encourages all of the adults to practice saying the name.

8. The teacher dramatizes hello and secures practice through dramatization.

9. The teacher does the same with hi . The students should realize that the two have the same use in English.

10. The students practice all of the greeting words.

11. At dismissal time the students file their cards, showing them to the teacher and each other, saying the letter at which they are being filed.

    As the class is dismissed the teacher tells everyone goodby.

## Lesson 3

### Adding the Sounds of b, d, and g

Words: goodby, that

1. Greeting. (The teacher collects the name cards as the adults get them.)

2. Review. With the teacher's assistance when it is needed, the students talk, using what, your and hello with each other's names.

3. The teacher points to her name but does not touch it and speaks.

   Teacher. That is my name.

4. The teacher indicates that the students are to point to their cards.

   Students. That is my name.

5. The teacher points to several name cards, designating each name.

   Teacher. That name is your name.

   That is your name.

6. The teacher indicates that the students are to point to her name. Students. That is your name.

7. The students practice, dramatizing the meaning.

8. The teacher uses the familiar sentence forms while she picks up or touches or points to various things which are near, but she does not expect the students to say the sentences. She knows that they are developing an inner sound response while they are listening and looking. They are hearing the words and seeing the lips and tongue and teeth while the teacher is producing the sounds. Moreover, they are <u>not</u> making any incorrect pronunciations.

If the teacher uses the following words in addition to those already learned in the first three lessons, the students are hearing all of the language sounds:

| | | | | |
|---|---|---|---|---|
| knife | fork | spoon | cup. | tooth brush |
| plate | glass | vase | ring | hair brush |
| saucer | book | pencil | card | tape measure |
| clock | watch | chair | seat | soap |

9. When the teacher is ready to dismiss the class, she says goodby in slow motion. She calls attention to her throat muscles while she is beginning to make the sound of g. She indicates that the pupils are to put their hands under hers and their chins to feel and hear what is happening. She calls attention to the way the tongue is bunched behind the upper teeth to make the d sound. The students can see the teacher's lips close to make the b sound, and immediately open to let the diphthongal sound of the letter i come from her open throat to finish the goodby.

10. When the students file their cards at dismissal time, they should say the name of the letter at which the name is being filed.

11. While the class is being dismissed, everyone should try to say goodby.

## Lesson 4

### Asking and Answering Questions

Words: book, no, not, pencil, yes

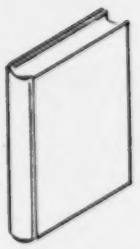
1. Greeting.

2. Review. (At the files the students look at the letters while saying them from A to Z.)

3. The teacher has the students use pencil and book in sentences. Teacher. This is a pencil. What is this? This is a book. What is this?

4. In small groups the students practice using book and pencil. The teacher listens and gives assistance.

5. When a student asks the teacher if something is his, the teacher should answer with yes or with no, call the attention of the class to the question and the answer, and secure practice of the two words.


Book

Student. Is this your pencil?

Teacher. Yes, that is my pencil. Is that your book?

Students. Yes, that is my book. Is that your pencil?

6. Pairs of students ask and answer the question.

7. The teacher answers a quesion with a negative gesture.

Student. Is that my book?

Teacher. No, this is not your book.

8. The students move about the room asking and answering questions.

Dish

Saucer

After each question and answer, have group repetition of both question and answer.

Q. What is this? This is a dish.

What is this? That is a cup, saucer, plate.

Plate

| | |
|---|---|
| Where is the brush? | The brush is in my purse. |
| Where is your purse? | My purse is on my desk. |
| Is this my ring? | Yes, it is your ring. |
| Is this your book? | No, it is not my book. |
| Is this my dish? | No, this is not your dish. |
| Where is the book? | The book is in your purse. |

Brush

Purse

Desk

9. The students file their names.

10. Everyone says goodby as the class is being dismissed.

Ring

Lesson 5

Adding the Sound of k

Words: can, know, me, see, tell, you, please

1. Greeting and Review.

2. Using things which the students can see, and words which they know say such sentences as:

   I can seethis ----- -----. Can you see this ----- -----?

3. Pairs of students practice together, freely asking for the teacher's assistance.

4. Dismissal, everyone saying goodby.

Either in this lesson or as a part of a lesson soon to follow, add the words did, do, had, have, it, saw, seen. These words are used by the people which the adult students are hearing -- or are trying to hear. The purpose of the lessons will be better served if the students learn to use the correct form of the verbs. Much practice will result in good usage. A bit of prevention is worth any amount of remedial training.

The students -- in group repetition and then in pairs -- should be given much practice with such sentences as:

Did you see the ----------?
Yes, I saw the ----------.

Do you have a ----------?
Yes, I have a ----------.

Did you have a ----------?
Yes, I had a ----------.

Have you had a ----------?
Yes, I have had a ----------.

Have you seen a ----------?
Yes, I have seen a ----------.

Use the questions with it, omitting the article a.

Use no instead of yes.

Use we instead if I.

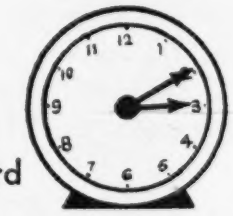
Lesson 6

## Greeting Words

Words: after, afternoon, before, evening, morning, noon, time

1. Greeting and review. (Questions and answers, and good)

2. The teacher provides a clock made of paper with movable hands set at 12, has the pupils touch the 12 and say noon.



3. On a clock which is drawn on the chalkboard -- or a real clock -- the teacher draws a line around to the left from 6 to 12.

   Teacher. This is the time before noon. Before noon! This is morning.

4. The students move the hands of their clocks from 6 to 11, and join the teacher in repeating what the teacher has just said.

5. The teacher draws a line around to the right from 2 to 12 and have the students do the same while she says "Good morning."

   She draws another circle on the chalkboard, marks it as a clock with 12, 3, 6, 9, makes a line around from 12 to nearly 6, has the students do the same while she says, "Good afternoon."

   She draws a third clock, makes a line from nearly 6 to about 9, has the students do the same while she says, "Good evening."

6. The teacher leaves the room saying "Goodby" and returns immediately. She gives the greeting which is appropriate to the time of meeting.

7. Pairs of students demonstrate the greetings with the remainder of the class as audience. They then practice conversing about other things.

8. The teacher uses such sentences as: Now, it is afternoon. (evening, morning) and has the students do the same.

9. The teacher introduces such words as am, are fine, how, I'm, today, and uses sentences which the students are hearing in their environment:

   Hello, Miss -------, how are you today? I'm fine, thank you. How are you? (How're you?)

   Good day, Mr. -------. How are you this evening? (afternoon, morning)

10. Have much group and individual practice in what may be called slow motion, in which the pupils see the movements of the mouth parts while words are being articulated.

11. Dismissal.

Martha

Louis

Roberto

Camille

Cynthia

John

Cecil

Peter

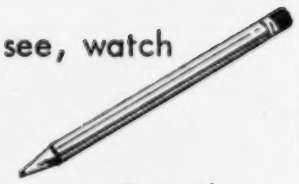
José

Maria

Lesson 7

## Learning the Names of Things (Nouns)

Words: a, can, cannot, clock, here, I, like, now, see, watch

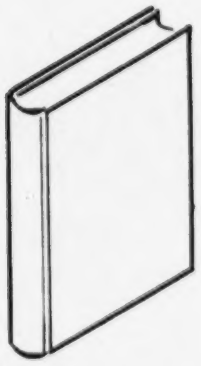


Pencil

1. Greeting.

2. Review. (Talk, using yes and no.)

3. The teacher has the pupils choose an object, or a picture of something from available pictures, to use in sentences. The teacher listens, participates, supplies the word which the pupil wishes to use, and makes a record of the new words.



Book

4. The teacher dramatizes I can see and I cannot see by holding an object where she can see it, then putting it where she cannot see it.

Watch

Teacher. I can see this pencil now. Can you see this pencil now?

Students. Yes, I can see that pencil now. Can you see my book now?

Students. Yes, I can see your book now. Can you see my pencil?

Teacher. No, I cannot see your pencil.

Clock

5. The pupils ask and answer questions, choosing words from pictures.

6. The teacher shows a clock and a watch; and in slow motion while she is pointing to the numbers around the face of each uses here instead of this.

   Teacher. Here is a watch. Here is a clock. A watch is like a clock.

   Students. I can see the watch. I can see the clock. A watch is like a clock. Here is a watch. Here is a clock.

7. Groups of students talk, using words they remember.

8. The students show pictures in which are things they wish to be able to talk about.

9. Dismissal.

Chair

Television

Telephone

Lesson 8

## Conversation Practice

### Greeting and Review

The students have learned to make all of the 40 sounds in English words and they know many useful words; but they need much experience in talking and in becoming able to hear the sounds as other people speak. They may need much practice in hearing the sounds which are made inside the mouth, principally the ng, the k and g as well as the r.

The r sound is made with the tongue lifting toward the roof of the mouth. Notice how the tongue goes up and down while you say hurry, carry, the car runs, morning, etc.

In a slow motion pronunciation (enunciation) the students can see your lips rounded while you are making the consonant g and the vowel which is in good of good afternoon. They can see your lips open wide for the a; your teeth come over your lower lip for the f, then your jaws open to make the t; they can see your tongue as it makes the t; and they should be able to see it while it rises to the top of your mouth to make the r sound. They can see your tongue appear behind your upper teeth to make the n. They readily see your lips rounding to make the vowel sound of noon on their way to making the second n.

The ng sound in morning and evening is not so easily seen. However, the students can see the movement in the neck muscles just as they can see it for g and k.

The f in afternoon and the v in evening are made the same except that the v is voiced and the f is breathy.

When the students use thank you they learn to make the breathy sound of th. There will be no difficulty. A speaker of English words does not have to work in order to make the right sounds if the mouth parts are making the right adjustments. The sounds seem to make themselves. Thus the breathy th comes in breath and thank much as the voiced th comes in this and with.

Moreover, the vowel sounds seem to come correctly in most words. Three sounds of e come in remember. (r-m-mb-r)

To make the th sound the tip of the tongue has to come ightly between the teeth. When the tongue is between the teeth it is impossible for it to help to make any of the substitutions which are present in dialectal speech; for it cannot go behind the teeth to make a dis instead of this, or trute instead of truth. Nor can it be stopped by the teeth to make ziss for this or wiss for with.

After the pupils have learned to make the voiced th which is in this they have no difficulty in making the breathy th which

is in breath and thing. The breathy th seems to come whenever it is needed.

Dismissal with everyone saying goodby,

Up to this point the pupils have learned so many of the basic words that they should have no trouble in using any new word that they or the teacher needs.

The lessons from here on may be taught in any order that seems to be suited to the needs of the adults.

So far in the lessons there have been fewer adjectives and adverbs than nouns. Here is a suggestion about teaching good.

Have each pupil hold up a book or a pencil for another to say the appropriate sentence.

Hold up a worn out book and a good book. In slow motion say of the good book, "This is a good book."

Change the order of words with:

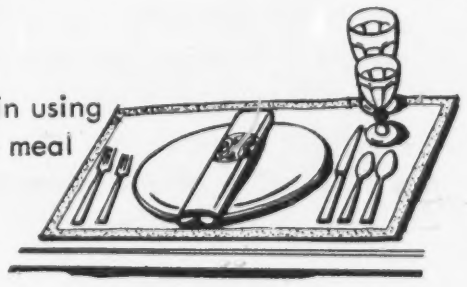
This book is good.

Is this a good book?

This book is not good.

This is not a good book.

The students should have experience in using meal time words. Pictures which illustrate meal times are helpful.



## The Past Tense of Words

The past tense of words such as ate, have eaten, went, may be taught while making use of known words, such as night, evening, dinner, lunch. However, the students may have to learn the words which they do not already know. They will learn these words through using them again and again.

## Conversation

Questions and answers may be made a basis for conversation. The word where furnishes a reason for conversation. The teacher may have something before the class, then put it down somewhere and walk away. Later she may look for it saying, "Where is that ----------? Then she can pick it up and say, "Here it is." "This is where I put it."

## Contractions

The students should have experience with various commonly used contractions such as I'll, I'm, you're, isn't, aren't, they're. They must learn to hear these in the speech of others. They will be more satisfied with their own speech if it is the same as that of others in their environment.

## Continued Use of Known and New Words in Conversation

The students should use both the singular and plural forms of the many things which are named in the other lessons; and of other words which the students have needed in the talking they have been doing. It is important that all words are pronounced correctly, with the accent on the right syllable. Moreover, it is important that the students skip over the unaccented syllables and the unimportant words in each phrase. Much of the dialectal speech is due to misplaced accent and a word-by-word articulation of unimportant words which breaks into English sentence intonation.

## Verb Tenses

The students should always use the tense forms correctly. They should never use an incorrect form, even though they may hear it in the speech of others in their environment.

## The Third Person, Singular

Much dialectal speech results from incorrect use of the first person, singular form in such sentences as He go. The clock strike.

Prevention is better than cure.

I eat breakfast. He eats ----------. You eat ----------.

I sleep at night. She sleeps at night. They sleep at night.

We come to work. The man comes to his work. You come to work.

We look at the paper. She looks at the paper. You look at it.

I have a book. The woman has a book. You have a book.

## Practice of "Thank You" and "You are Welcome"

The students should early use the conventional terms in the environment. The words that are needed are not difficult to speak. Situations may easily be dramatized, illustrating their use. The students will readily learn to say thank you and you are welcome, and to continue using please.

As an excuse for saying thank you, the teacher might indicate that she would like to use something which belongs to someone.

One good way is to give something to each member of the class, one after the other. Indicate that each is to say, "Thank you." Respond with "You are welcome."

Make the gestures which suggest the meaning and say, "When you give me a paper, I say 'Thank you.'"

Induce the pupils to say the sentence as they would say it: "When I give you a paper, you say 'Thank you.'"

Have many repetitions with pencils, pens, books, or whatever is available.

## Plurals

The plural form of words is easily taught, using things in the classroom.

One man. Two men.

One woman. Three women.

One book. Six books.

A gentleman. The gentlemen.

The lady. The ladies.

The teacher may make it clear that two words may mean the same thing.

A man is a gentleman. Women are ladies. A woman is a lady.

## Conjunctions

Conjunctions may be taught in an early lesson, as soon as the students are talking about any two things.

## Counting

The students may be taught to count as soon as they are talking about more than one thing which is the same as another. From the beginning they may start sounding the words they are learning. The teacher may motivate this early counting by giving the students envelopes in which to keep the words they are learning to use. Typed words on slips of paper might be prepared if there is a multiplying machine available. There should be no particular effort to have the students read the slips. But later the slips might be alphabetized and pasted in the beginning of a student dictionary.

Penny

Nickel

Dime

Counting should be done first in small numbers, and then in 5's, as a nickel, 10's as a dime, 5 to 5 times five as a quarter, and 10's to 100 as a dollar.

Quarter

## More, More Than, How Many

The concept of more and more than should be taught as soon as it is needed and can be included in the conversation. How many should be taught first.

Fifty Cents

## Using the Names of the Letters of the Alphabet

From the beginning the students have been using the names of the alphabet letters; but they might profitably learn the alphabet in sequence. As soon as they become able to talk with others, they should become able to use a dictionary in looking for words they hear and wish to learn for themselves.

Dollar

## Important Words to be Learned

As soon as the students have learned the words which are needed for greeting and ordinary conversation, they should be taught the words that are needed at the Post Office and in stores, etc. They should be taught how to introduce two people and what to say when they are being introduced to others. They need to know the words to use when accepting a present and when presenting one.

## Possessive Case

It is important that the beginning students will use the correct form of the possessive case. In this as in verb forms and the third person singular, they should learn the correct form the first time they use it in class.

## Objective Case Instead of Nominative Case

The students should be given much experience in using the objective case correctly. They should know when to say the following:

between you and me  to me  to him  to her  to them

to John and me  you and I  he and I  John and I

## Telling Time

An easy way to teach telling time is to begin with the hour hand on the numbers; then teach the minute hand by 5's; then use before and after; then half past.

## Color Words

The words to describe color may be needed very early in the lessons. The time to teach them is when they are needed.

## Opposites and Synonyms

The students should be helped to understand that many words sound the same but have different meanings; and that there are many words which may be used to give the same meaning.

## Slang and Expressions with Special Meanings

The students may frequently be puzzled by the words which are used to mean something entirely different from the logical use. The wise procedure would be to explain what the expression is meant to mean.

## The Definite and Indefinite Articles

The teacher should make sure that the pupils use the articles correctly.

Due to certain mis-pronunciations that are far too commonly used, these lessons were prepared without using the articles at first, or until the adults have begun to talk rather fluently.

The definite article is the. The sound of the e at the end depends upon the sound which is used at the beginning of the word that follows. If the sound is a consonant, the letter e uses the sound of the a in alone.

the book  the door  the man  the United States

the used book

If the sound is one of the 15 vowel sounds which occur in our words, the final e of the uses the sound of e that is in eat.

the orange  the apple  the hour  the honorable man

The indefinite articles are a and an. The an is seldom spoken incorrectly; but many speakers give to the a sound of a in ate instead of the sound of a that is in alone. The dictionary gives a clear explanation. The only time that the indefinite article a is given the sound of the name of the first letter of the alphabet, is when it is in a position of emphasis. In the above sentence the indefinite article is in a position of emphasis. This little word is seldom in a position of emphasis.

In English, we say words in the easiest possible way. The articles usually are a part of a phrase. They are like parts of a long word. They run into the other words of the phrase much as syllables of long words run into each other. More effort is required from a speaker who speaks the indefinite article a as if it is the important syllable -- or the important word -- in a phrase.

CHAPTER 3

# READING

Many adults, particularly the native born, who join the reading classes already have had experiences which will aid them greatly. They may have been reading the numbers on houses, clocks, speedometers, and the like. Some of them may know the names of the letters of the alphabet and can say them by rote. Most of the pupils have been recognizing the signs at street intersections and on the highways. Perhaps some of them can print or write their names and addresses. All of these experiences are foundation for learning to read.

## Clear Speech

Most progress will be made if the teacher discovers during the first session whether all of the students can make all of the language sounds correctly. The teacher can hear mispronunciations while the students are speaking in group response and can secure correct sounds without having to make any individual criticism.

Some of the mistakes are likely to be substitutions of consonant sounds. Instead of thrusting the tongue slightly between the teeth for the two th sounds--this, think--they may let it touch behind the upper front teeth with the result that instead of saying this, with and think they may say dis, tink, wit or wiz. Instead of closing the lips to make the w sound, they may let the lower lip and the teeth make the v sound so that instead of saying water and what they may say vater and vat. They may fail to make the h sound that is made before the w in words which begin with wh--what, when--so that instead of saying hwat and hwen they say wat and wen.

Mistakes in vowel sounds usually are due to a habit of holding the teeth so close together that the mouth cavity cannot take the changes in shape that are required for production of English language vowel sounds.

In the following words, which name things that may be made available in the classroom, are 34 of the 40 sounds that occur in the words of the English language:-

| | | | |
|---|---|---|---|
| this | mouth | shoe | jacket |
| here | chin | watch | window |
| is | boy | vase | whistle |
| book | girl | ring | tape |
| pencil | cup | seat | measure |

The six sounds which are missing are the vowel sounds that are used in air, ask, on, talk, walk, old.

## First Reading Habits

When people are not reading, their eyes may be focusing in any direction; but while they are reading their eyes focus upon words. Because the words of the English language are written from the left to the right, the eyes focus along the lines from left to right.

People who have learned to read efficiently can think the meaning at the instant their eyes focus upon the words. Moreover, their eyes can focus rapidly along the lines.

When these two habits have been developed to capacity, it is possible for people to read as rapidly as they wish to read.

## The Left-to-right Eye Habit

The eye habit of left-to-right movement along the lines should be established before the adults begin to learn the names of things.

This new habit is easily developed through the use of short sentences which have the same words at the beginning and a different word at the end.

The teacher reads--first silently, then aloud--the following sentences, each of which is printed on a strip of oak tag or heavy paper:

This is a pencil.
Here is a pencil.

The teacher, without making any effort to teach the word pencil, cuts the last word from the sentences, substitutes a pencil, reads both of the sentences using the object as if it were a word, and asks the students to "read" the sentences with all talking together.

Next the teacher calls attention to the first letter of this and here and for a moment keeps the two words covered so that the students will realize that the second and the third words are the same in both of the sentences.

The teacher then holds a book where the pencil had been and asks the students to say the sentences. In this group response the adults should speak spontaneously. The teacher juggles the two strips to make it necessary for the students to look at the first word of the sentence before they see the object at the end.

The teacher uses other objects at the end of the sentence until the left-to-right habit has begun to develop.

The teacher then begins to secure instant association between the printed word and the object which is represented by the word.

## Association Between the Word and Its Meaning

The teacher who wishes to make sure that the associations between the words and their meaning are fostered from the beginning, must be sure that the students are using the words in their talk so that the meaning will already be associated with the spoken word. Then the students must see the printed word while they are thinking its meaning. The teacher accomplishes the desirable association by putting a printed word with the object which is being named. The teacher can secure the direct association between the word and its meaning while he is securing the left-to-right direction for the eye focus with sentences which have the same words at the first of the sentences and different words at the end.

The beginning should be made with objects to which the printed word is easily attached.

Securing close association between words which do not name things is less easily accomplished. However, much may be done through meaningful repetition and through dramatization in which the action is suited to the words. Action may be used to show the meaning of such words as: on, in, under, up, down, walk, run; adjectives and adverbs; words of color; et cetera.

## Checking to be Sure of the Meaning

As soon as two words have been taught, the teacher should check to be sure that the pupils are remembering the two words. The teacher needs at least four sentence strips, such as:-

This is a pencil.
Here is a pencil.
This is a book.
Here is a book.

The teacher holds the sentences up one at a time for the pupils to read aloud silently then aloud in group response.

If the teacher hears a mistake, she can make the correction in an impersonal way by again placing the word and the object together.

Another way to check is to supply each student with slips on which the first three words are printed and have the pupils complete the sentences from boxes of words and objects. The teacher picks up two or more sentences, juggles them, and asks the students to read.

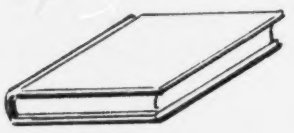
Checking may be varied by having the students let a sentence or word or phrase show through a slit in a marker. In a few seconds, the teacher can see the work of a dozen or more members of the class.

Reading aloud is an excellent aid. The teacher's reading will serve as a model for the students to imitate. The student's reading will furnish evidence of what they are accomplishing, and both they and the teacher may know whether there are mistakes in the silent reading which has preceded the oral.

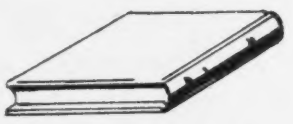
This is a

Here is a

This is a



Here is a



## Methods in Which Words are Learned

At first the students will learn through what has been called the "sight" method. The learners are told the word while their eyes are focused upon it. What they are seeing and what they are hearing is becoming associated with what they are thinking. After they have had a few repetitions of the experience, they think the meaning when they see the word. In this sight way the learners can acquire a fairly large vocabulary.

However, the teacher must not depend entirely upon sight learning, for no one can become proficient in reading until he can recognize words without having to be told what they are. Every efficient reader has learned through phonics. If no teacher has taught it to him, he has worked out a system by himself. Unfortunately, in working out his own system, he can make mistakes. No mistakes need be made by teachers, for they can learn what to teach.

In the first session the teacher can begin to use phonics when she shows the students how to place their name cards in the alphabetical file, how to use some of the letters as clues to help remember, where to file the words which are learned in the first lesson. In these experiences, the students are learning to make use of the alphabet letters. In other words, they are taking the first steps toward becoming able to recognize words without having to depend upon someone else.

The teacher is taking the next step when she calls attention to the sounds of the letters of which the words are made. The teacher can avoid making the mistakes which result in confusion.

The ABC or alphabet method, to which reference is sometimes made, is a combination of the "sight" and what might be called a spelling method. The learner was told a word at the time that he learned to spell it. If he knew the meaning of the word when he again saw it, he was reading.

The best way to begin learning to read is to see the word as a whole. It has been proven that a child sees his first word (stop) much as he sees the face of a clock. It may be made up of straight or curved marks and he may know the letters. He recognized STOP because he hears someone pronounce the word while his eyes are focused upon it. He probably knows what it means. If he knows some of the letters of the alphabet he may be able to tell someone what the letters are and the familiar letters that he sees may help him to recognize the word when he sees it at a different place or in a different size type. He might even recognize it capitalized or printed entirely in lower case (Stop, stop).

People who are learning to read can learn to see and remember a long word quite as easily as a short one. This fact was demonstrated many years ago when a group of children learned blacksmith-shop as readily as they learned to. Since then, teachers have been using "experience charts" in which phrases and short sentences have been learned with no difficulty.

The important thing is to be sure that the students have the meaning in their minds while they hear the words upon which their eyes are focusing so that direct associations are made between the sight of the words and the meaning.

Eye Movement

We can learn to see the words along the lines of print because of a pulsating movement which is within the eye, a movement during reading as continuous as the beating of the heart.

run

road

ran

over

tree

are

Jack

Clara

Mary

We can get some idea of what is taking place if we observe closely while we tap a pin on a hard surface. We realize that for an instant between tappings, the point of the pin is at rest. There is just such an interval of rest between eye pulsations. It is during the intervals of rest that sight occurs. Indeed, during the intervals of motion there is no sight at all. If the pulsations were slow enough, everyone would be blind at least part of the time. We are able to see because the pulsations are so rapid that they merge. As a result of the merging, we have what seems to be continuous vision.

During reading, the eye focus passes along the lines from the left to the right. The importance of this left-to-right movement should not be underestimated. No one knows how many people have failed to read because no one discovered that they did not at the right time learn to look along the line from left to right; but instead, tried to remember the words they were told without their having learned to sound through a new word from left to right, letting their inner speech help them become able to help themselves "make out" the words. Moreover, no one knows how many people read slowly word-by-word because they did not learn to think the meaning of the words while their eyes were focused upon them.

The left-to-right movement of the eye focus along the lines is easily detected, but the pulsations are not seen without the aid of special apparatus. However, it is possible to observe some of the results of the movement by means of a mirror set at an angle so that one can see the eyes of someone who is reading. The eyes of a rapid reader seem to leap along rather than to move slowly and smoothly.

Although people began to study eye movement nearly a hundred years ago, it was not until Thomas A. Edison had invented the kinetoscope that apparatus was devised to take photographs of eye movement during reading. For more than forty years it has been possible for anyone to study photographs of eye movement.

Early investigators proved that while reading occurs the eye focus is momentarily fixed. The period of rest during which people can see was called the fixation pause. The amount which the eyes can see across during one fixation pause was called the field of vision. They demonstrated that during the instant of fixation the eyes can see along a wide field of vision. Moreover, they proved that the eyes can see along the lines as rapidly as the reader can think. Furthermore, they proved that the fastest readers usually remember more of what they read than people who pronounce the words while they are reading, and that people who pronounce the words are likely to forget the first part of a long sentence before they reach the end and must re-read in order to be sure of the meaning.

None of this inconvenience will be experienced by people who train themselves to read rapidly from left to right along the lines and to think the meaning at the instant the eyes focus upon the words.

## The Alphabet

The adults who can say the letters of the alphabet by rote are already on the way toward learning to read. They are making 19 of the 25 consonant sounds which are used in English words, 10 of the 15 vowel sounds and two of the 4 dipthongs. However, they are making the tongue adjustments that are required for four of the sounds which are missing in the names of the alphabet letters. The only entirely new tongue movement to be made in producing the 40 sounds is the thrust of the tongue between the teeth for the two th sounds that are in <u>this</u> and <u>thin</u>.

The adult students should learn to recognize the names of the letters in the same way that they are to learn words. They must hear the word while their eyes are focused upon it and make repeti-

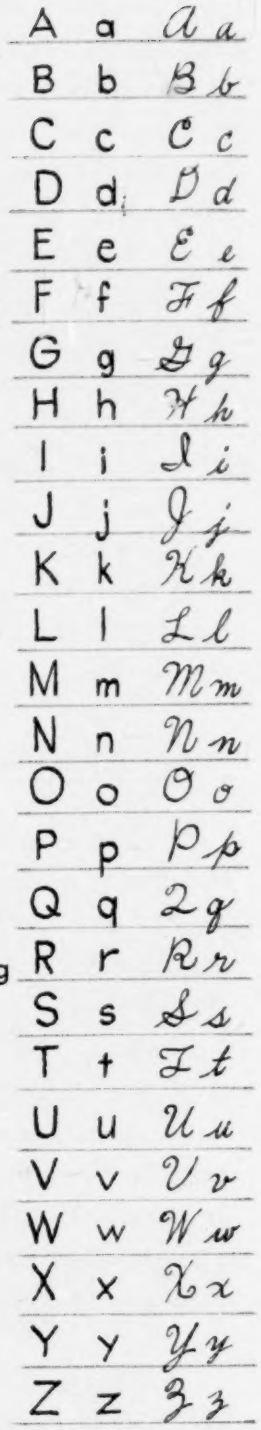
tions until they recognize it without hesitation.

The students must be quite as familiar with the lower case forms as they are with the capitals. The most economical way to secure this familiarity is to have the students print each letter while saying it with their eyes focused upon it.

The exercises through which the students learn to name the letters may also be made writing lessons, for the written letters closely resemble the print. Manuscript writing is like print except for three letters, the a, the g and the q.

The first letters to be learned should be the seven which are alike in both upper and lower case: Oo, Cc, Vv, Ww, Xx, Zz, Ss. The next should be the six which are nearly alike: Kk, Pp, Yy, Jj, Uu, Qq. The two most difficult to make -- a, g -- should be left to the last.

People who read must know the sequence of the letters so that they can readily locate the letters in a filing system or in directories and dictionaries. The teacher can give experiences which lead to skill in sequence by having the daily attendance record kept in a file where all of the letters are easily seen and by having the pictures and words filed in boxes or envelopes that are labeled and always kept in alphabetical order.




## Inner Speech

People who are learning to read need to know about inner speech, for it is through inner speech that word recognition occurs.

The sound of a word is so closely associated with its meaning that when we are thinking, our speech muscles can produce the words which we are using in our thoughts almost as if we can hear ourselves think.

We can hear our inner speech whenever we listen to hear it. While we are reading silently we can hear ourselves pronounce every word. Some degree of this inner pronunciation may be detected by nicely adjusted instruments even when no movement of lips or tongue or jaw is evident.

The students will become conscious of their inner speech if the teacher asks them to retain the answer to a simple arithmetic problem until he gives a signal for them to speak. Suppose the problem is to add five and five. The students will find that they hear the ten before they are asked to speak the word.

The speech muscles, although they can produce the word upon which the eyes are focused, do not have to completely pronounce it; and they will not do so unless the reader's eyes remain focused upon it.

When the reader sees a new word, his eyes and his mind stop reading while his speech muscles begin to produce the word. Then as soon as the mind has fitted the meaning of the word into the meaning of the sentence or the phrase, the eyes and the mind resume their progress along the line. But if the eyes remain focused upon the words, the eyes and the mind do not resume their rapid progress. When this occurs, the inner pronunciation associations may become so strong that the reader develops a habit of pronouncing every word that he is reading.

People who hear themselves pronouncing the words are reading much more slowly than is necessary, for it is possible to read much more rapidly than the speech machine can manufacture the words. In fact, it is possible to read at the rate of thought, provided that the eyes and the mind do their full part in the reading process.

Unfortunately, the speech muscles have the uncanny faculty of producing a word even when the reader is not thinking the meaning. For example, we can pronounce catkick. But because there is no meaning we are merely pronouncing what appears to be a word.

Pronunciation of words is not reading. It is just saying words. Reading is thinking the meaning of the words upon which the eyes have focused. The first reading should result in habits which make it impossible for the speech muscles to produce the word before the mind has secured the meaning.

The way to accomplish this is to make sure at the beginning that the learners let the eyes focus upon the words only long enough to secure association between the sight of the word and its meaning and then move quickly away from the words.

There are two ways of taking the eye focus away from the words. One way is merely to look up, either to make repetitions or to read aloud to a listener. The other way is to let the eye focus pass rapidly on to the right to deal with the on-coming words.

Phonics

Everyone who reads without having to be told what the new words are is making use of the sounds of the letters of the alphabet. This use of the sounds of the letters in reading is phonics. Phonics should not be confused with phonetics. Phonetics is the science of sounds as we use them in speech.

English is an unphonetic language. Its 40 sounds make use of 26 letters, only five of which are phonetic in the sense that when the eyes see the letter, the voice can give the sound that the letter represents in the word. Moreover, although nine letters each have only one sound and five others have only two, there is much duplication. For example, the letter a uses nine sounds; the o is used for ten sounds; the c is used in cent, cake, musician, church, school and chagrin. The five vowel letters (a, e, i, o, u) represent fifteen vowel sounds; four dipthongs; and the obscure, neutral sound which occurs in thousands of unaccented syllables and is spelled by all of the vowel letters in such words as alone, taken, pencil, lemon, circus. This neutral, obscure vowel is spelled by e and a in the definite

and indefinite articles the and a. The two articles are frequently mispronounced by people whose teachers failed to teach them that the definite article uses the sound of e only when the occurs before a vowel sound and the indefinite article never uses the sound of the name of the first alphabet letter.

People who are beginning to read cannot cope with the sound duplications that are represented by the five vowel letters and the y when it represents one of the sounds of the letter i. Fortunately, the learner can cope with the consonants, for the 25 sounds have 21 letters to use.

The learner is helped greatly because of a principle which operates in articulation of the sounds in English words. While the language has been developing through the centuries the tendency seems to have been to let the sounds come in the easiest way possible. For example, busyness is now biznis; through once used the sounds of g and h; know once used its k sound and may have used the three sounds of the diphthong ou-ow. Be that as it may have been, at present all of the English vowels come from an open throat and the consonants result from obstructions which are set up by the various muscles that control speech. In a high percentage of our words the vowel sound comes between two consonant sounds; and if the consonant sounds are made correctly, the needed vowel sound results from the changes in shape of the mouth cavity while the speech muscles are making the adjustments from one consonant sound to another. Observe how the different values of the same vowel letter seem to come almost accidentally where the dashes are used instead of vowels in r-m-mb-r, t-l-ph-ne, t-l-gr-ph, sk-l-t-n. Words are more readily recognized when the reader meets them in a sentence. In a s-nt-nce th- m-nd -s -lr--dy th-nk-ng th- m--n-ng; -nd -f th- h-b-ts -re g--d, th- m-nd -s w-rk-ng -l-ng th- l-ne t- g-t th- m--n-ng -f th- r-st -f th- s-nt-nce. Note that the vowel sounds seem to come in between the consonants even when the words begin or end with a vowel, as in this sentence: Y-- c-n s-- th- -pple.

Phonics operates through inner speech. It begins to develop the first time an individual is focusing his eyes upon a word or a letter while he is hearing the sound which is being spoken. It continues to develop if the one who sees and hears the letter or word, also speaks it. Any one who can say the alphabet letters while his eyes are focused upon them has already developed an inner speech response to the sounds of the letters, for the names of the letters are words.

In the names of the alphabet letters are 10 of the 15 vowels and 19 of the 25 consonants. The missing vowels are in these words: at, air, her, walk and look. The missing consonants are in these words: go, sing, she , this, thin and measure. However, the adjustments which are needed for the g and the ng are in the k sound; the adjustments needed for the sh and the zh are in the j and the ch sounds. Thus the only speech adjustment that is not being made is the thrust between the teeth for the two th sounds.

The teacher can shorten the learning time and thereby reduce the effort and time involved, by being sure that every student has had experiences through which he has learned at least nine essentials.

1. During the first sessions the students should prove that they know all of the letters, can make all of the language sounds correctly, and can use the letters as clues to help them remember the sentences and words that they are learning.

2. In the words which are used for the reading lessons, the students should develop the proper amount and kind of inner speech response to the nine letters which never use any sound other than their own (b, k, l, m, q, r, v, w, z); to five letters (d, f, j, n, y) which use their own sound at the first of words; and to the two letters which spell the sounds at the first of these words: this, think, she, when.

3. The students should realize that when two or more consonant letters have no vowel sound between them, the consonant letters blend together to make up the consonant elements of the word. Only one blend is unreliable. It is the sc. In words like science and scene the c is "silent."

4. The students should know that seven consonant sounds are spelled by two ietters: (I) ng which is also spelled by n in words like ink, (2) ch which also spells the sound of k and sh in words school, Christmas, chagrin and Chicago, (3) ph which spells the f sound, (4) sh which is spelled by s in sure and sugar, (5, 6) th in words like this and thin, (7) wh of which the h sound is articulated before the w so that when is hwen.

5. The students should learn that in addition to the 9 letters which never are used to represent any sound other than their own, 5 letters are never used for more than two sounds. The 5 are: d, which uses t in some words that end in ed; f, which is its own sound except in one word (of); j, which is its own sound except in a few foreign words; n, which helps to spell the ng sound in words like sing and ink but is its own sound at the first and at the end of all words; and p, which spells the f sound when it is with h (phone). When the students come to one of the five letters, they should try one of the sounds and if it does not result in a word that fits into the meaning of the sentence, they should try the other sound.

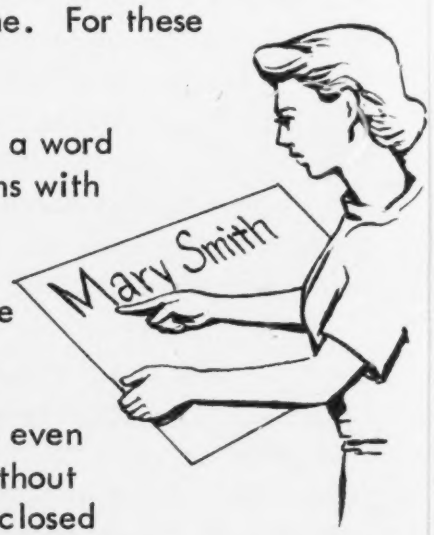
6. The students should know that they may need to ask for help when the come to a word which has in it at least one of the 7 letters: c, g, h, s, t, x, y. However, they may learn certain facts about these troublesome letters. For example, in consonant blends with l and r the c always uses the sound of k (class, crow) and the g always uses its g sound (glass, grow). In all consonant blends the s uses its s sound and the t uses its t sound. When gh is in a word the gh uses no sound. The x nearly always uses either ks or gz (six, exit). The y at the first of words is its y sound.

7. The students should use the left-to-right eye habit when they come to a new or a forgotten word. They should ignore the consonant letters which the speech muscles find difficult to articulate, such as the k of know, the l of talk, the b of thumb, the n of column, the p of pneumonia, etc. Moreover they should ignore the vowel letters but let them come out between the consonant sounds as they seem to do in thousands of words.

8. No rules should be considered if there are any exceptions. Instead, the students should learn by "sight" the words which are not readily sounded with the aid of inner speech.

9. The students should realize that in due time they can get help from dictionaries and will be able to pronounce words through knowledge of the diacritical markings and the keys to pronunciation.

The teacher can begin training in actual phonics in talk about the sound which is at the first of a name. For these reasons, the letter m should be used first.



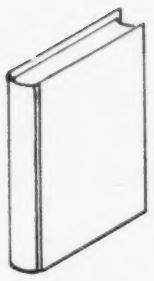

1. The students should see the letter in a word which is familiar. If no student's name begins with m, there is always Mr. or Mrs. or Miss.

2. The m is one of the letters which the pupils can always use in learning new words.

3. The m sound will be made correctly even if it becomes necessary to make the sound without its being in a word. Always the lips remain closed throughout the production of the m sound, so that no one is likely to put a vowel sound either before or after it as frequently happens when the sound of b or l or k or others is spoken as if it may be spelled by buh or luh or kuh. Such inaccurate articulation makes it impossible for a student to hear a known

word if his inner speech produces inaccurately buhuhlackuh instead of black.

The safe way is for the teacher to avoid making the sound but rather to speak of the sound. For example:



-ook

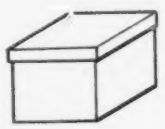
1. When referring to the name sounds of the 22 letters which use their sound in the letter say something such as:

the sound of -------
the sound of the letter -------
the ------- sound
one of the sounds of a, or e, or i, or o, or u.

-ell

2. When referring to the 4 letters of which the sound is not used in the alphabet:

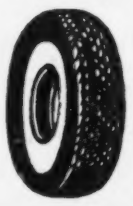
the sound of g that is in go
the sound of h that is in what
the sound of w that is in what
the sound of y that is in yes
this y uses one of the sounds of the letter i.



-ox

3. When referring to the 8 sounds which are spelled by two letters:

the ng sound that is in sing
the ch sound that is in church
the f sound that is spelled by ph
the sh sound that is in she
the th sound that is in this
the th sound that is in thin
the wh sound that is hw in when
the s--or the z--that spells the zh sound



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Reading

The first lesson is an informal test in which the students and the teacher find whether the pupils are already reading some of the signs which are to be seen on the streets and whether they are recognizing the letters of the alphabet.

In the second lesson the students talk about things which are in their classroom so that the teacher can be sure the students are using in their talk the words they are to see in their first reading lessons.

The teacher uses the form of sentence which is to be used while the students learn to think the meaning at the instant their eyes focus upon the words and to see the words along the line of print from left to right.

In the next lesson the students see the word at the same time they see the object which is named.

They see the word and the object in a blank space at the end of sentences which are alike at the first of the sentence but have different words at the end.

In the next lessons they talk about nine letters which are used in the words, naming the letters.

Although they do not talk about the sounds of the letters, they nevertheless are making nine of the consonant sounds while they name the letters. Moreover, while the pupils are doing the memorized reading which is done in just one of the lessons, they are making two of the two-letter sounds, th in this and ch in aich (h), and six of the vowel sounds. In this talk about the letters, the valuable automatic sound response is developing to the 9 letters, the th and the consonant blends, tr, nd and rd.

Lesson I

## Determining What the Students Already Know

The first lesson might well be a matching exercise to determine what words the students already know. For this purpose, prepare sheets of signs which the students see occasionally or regularly. Ask the students to draw a circle or otherwise mark the words he knows. If it is impossible to have a sheet for each student, have each one show you the words while you check them off from an alphabetical list.

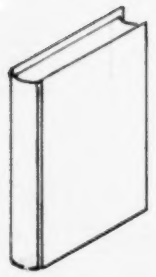
Also, have sheets of alphabet letters printed in mixed order--or else have single letters printed in both upper and lower case. Ask the students to tell you the letters he recognizes. To say the alphabet is usually not a conclusive test, for many can say the letters without their knowing what each one is in both upper and lower case.

For the students to recognize the letters is important. At first they use the letters as clues while they are remembering the words at which they look. Soon, they use the names of the letters in talk about the sounds of the letters.

It is equally important for the students to make the language sounds correctly. If they are pronouncing the word correctly they are making the sounds correctly--and the reverse. The teacher may learn about any mistakes that are being made through listening to the talk about the signs and hearing the students say the names of the letters of the alphabet. This is possible because the names of the letters use so many of the language sounds.

| | |
|---|---|
| A | a |
| B | b |
| C | c |
| D | d |
| E | e |
| F | f |
| G | g |
| H | h |
| I | i |
| J | j |
| K | k |
| L | l |
| M | m |
| N | n |
| O | o |
| P | p |
| Q | q |
| R | r |
| S | s |
| T | t |
| U | u |
| V | v |
| W | w |
| X | x |
| Y | y |
| Z | z |

In the first lesson the teacher may begin to make sure that the eye focus is moving along the lines of print from left to right. In order to accomplish this have two slips printed on heavy paper or on the chalkboard with the first words of two sentences.



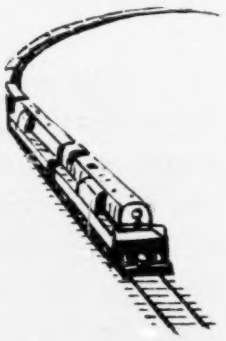
This is a _____.

Here is a _____.

Hold some object at the blank space and "read" what would be a sentence. The students will readily memorize the two sentences. However, they must look at the first word to be sure which sentence you expect them to give when you ask someone to tell you the sentence that you are holding up--or point to. The students focus upon the first word and the eye focus passes over the two words to see the object.

This is a rapid reaction. The student's eyes can see the three words and the object in lightning speed. However, the eye movement is definitely from left to right.

After each student has read both of the sentences which are completed thus with things, put a printed word in place of the object and next to it so that the learner sees the printed word at the instant his eyes focus upon the word-and-object.



Do this with these four words: book, ball, bird, train. Have the pupils read the sentences many times.

The reason for using these words is: the students should soon learn to use the alphabet letters as clues and they should soon learn to react to certain definite letters and combinations of letters so that when their eyes focus upon the letters, their inner speech will begin to produce the sound or sounds. This is the skill upon which independent reading depends.

In the four words are a number of the phonetic elements of the words of the English language.

The students may as well write the four words singly and in sentences. However, they should not spend any time in cursive writing until they have learned to make the letters. They should use the print form of a not the manuscript form. They must read the printed a.

In order to force the students to read rather than merely glance and then "guess" at the sentence, pick up the sentence while the students cannot see which form you are using.

If any student does not know any of the words, tell him at once and make no comment that might make the pupil feel as if he is not being successful.

## Lesson 2

### Talk About the Letters of the Alphabet

Distribute to each adult a copy of each of the four words.

Have the students talk about the words but have them merely glance at the word and then look away from the word while talking about it.

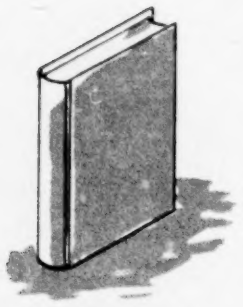
Use such sentences as these:

Book begins with b and ends with k.

Ball begins with b and ends with l.

Bird begins with b and ends with rd.

Train begins with tr and ends with n.



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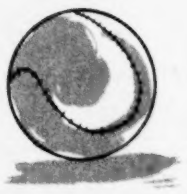

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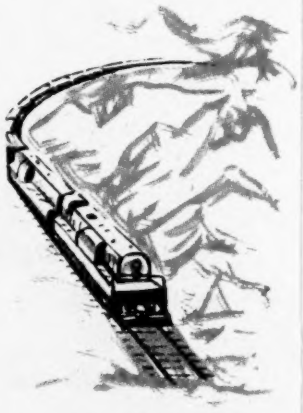
Furnish typed sentences which are like the sentences that have been used in the talk, and tell the students that they may look at the sentences and say the words that are used and that they may say them while you are saying them.

Have this sort of group response for a few repetitions. Then ask for a member of the class to read one of the sentences.

-i--

The sentences are to be read aloud with the reader looking at the members of the class and the teacher. However, the teacher must make sure that the student glances across the words of the sentence before he begins to read it aloud.



--ai-

All reading is a silent process. The eyes focus upon the words and the mind remembers or recognizes the meaning. But, if the student continues to look at the words while he is saying them he is likely to pronounce them one-by-one. If he does so, he is reading at his rate of talk. This rate is far too slow. He may as well learn to read as rapidly as he needs to. He can learn to read rapidly or slowly. His rate will be slow if he continues to look at the words while he is speaking them.

The teacher asks the students to talk about the letters that are used in the words. Practice writing the letters that are alike.

The next to be practiced are the letters which closely resemble each other: Kk, Pp, Yy, Jj, Uu, Qq; then Ii, Ff, Ll, Tt, Ee, Dd, Bb, Hh, Rr, Nn, Mm; and finally Gg, Aa.

The teacher should explain that if the students have been saying the letters, they have been learning something of value for their reading.

Using a name, the teacher should show how the letters are connected by a flowing line and how some of them--b, o, v, w--are connected by a bridge-like line.

Each student should be furnished with his name written on lined paper so that he can see which of the letters are full space, which are half-space and which extend below the line.

The teacher may need to show the adults how to hold the pencil loosely and how to let the hand glide along the line in an even movement.

In the talk about the letters which are in the four words, the students are using the letters as clues to help them remember the words. They also are using the t and the h to distinguish between this and here. In addition to using 6 of the 21 consonant letters, they are beginning to develop the automatic sound response upon which inner speech is based. They should see th as a unit because the two letters spell one of the two-letter sounds -- ch, ph, sh, th (this), th (thin), and wh (hwat). They are learning something that will make it possible for them to recognize words through using the sounds of the letters of the alphabet. In this early lesson, they are seeing and articulating -- in their inner speech -- five sounds which are spelled by their name sound (b, h, k, l, r) and the important two th sounds.

Because the sound of b and k and l and r is included in the name, from this lesson forward whenever the students see one of these four letters in a new or forgotten word, their inner speech will begin to produce the sound. This will happen with the entire word whenever the eyes focus upon any of the consonant letters which are in the words that the students look at over and over again. Moreover, the students are developing the valuable automatic sound response to some of the consonant blends (tr, rd).

## Lesson 3

### Continued Talk About Letters

Ask the pupils to let the word begins show through a slit in a marker. (To make a marker, into an oblong piece of paper cut a slit which is slightly longer than the words).

Ask for someone to tell you -- and the class -- that begins begins with b and ends with ns. (Secure the answer ns because the ns blend is usually nz in sound; and the students should develop automatic sound response to nz before they meet ns -- as in sense).

Ask that everyone look at the word while saying the b and the ns. Show the sentence:

Be gins begins with b and ends with ns.

Have the sentence read in group response and individually, with a rapid pre-reading silently before the students look away from the text to read aloud. (If anyone seems to have forgotten the words he is to read aloud, make it clear that the thing to do is to glance again at the sentence to be sure of the whole sentence.)

Do the same with with, and, ends.

With begins with w and ends with th.
And begins with a and ends with nd.
Ends begins with e and ends with nds.

Through using these sentences in this way the students have used a fifth consonant which never uses any sound except its name sound. (The w is silent in saw because the mouth remains open after the ah sound of a; but in such words as grow the lips close to make the w sound.) Thus, inner speech is developing for the w. This automatic sound response operates in words with wh -- what -- even though the h sound is spoken before the w sound -- hwat, hwich, hwo.

Also, they are developing inner response to th, which requires the tip of the tongue to be thrust slightly between the teeth for both sounds -- this, with, thin breath.

Moreover they are having a repetition of nd and are adding the consonant blends, nds which is always ndz.

Do the same with this, is, here.

This begins with th and ends with s.
Is begins with i and ends with s.
Here begins with h and ends with re.

Through this talking and reading (silently and aloud), the students have added 4 letters -- h, s, t, w, -- to the 6 which were used in the earlier lesson (b, d, k, l, n, r). Thus they have talked about 10 of the 21 consonant letters and 3 of the 5 vowels. (Ignore the g unless someone asks about it. Answer that g is a letter that has many uses in English words.)

The students are hearing two sounds for s -- endz, this. Be reminded that in English we make the sound that is the

easiest to make; so that the s or the z sound comes easily when we are making the other consonant and vowel sounds correctly.

Lesson 4

Learning Words in Meaningful Situations

Have pictures of dogs of various sizes. Put one pictured dog in the incomplete sentences such as were used in the first lesson and remind the students that their eyes see the first word and recognize it as either this or here, then pass rapidly over the is and the a to the picture. Then put the word dog over the pictured dog, and have the students read the sentence silently and then aloud in group response.

Ask for volunteers to read to the class. (Be sure of the silent reading which is to precede the oral. Require a glance so that the reader will know which sentence he is to read. To avoid guessing make it impossible for the reader to know which of the sentences he is about to read.)

Have at least 10 completed sentences printed -- or typed -- on heavy paper. Juggle them, and let the volunteer student pull one out, look at it and then read it aloud.

If any mistakes are made, put the sentence aside for additional repetitions. (Make no critical remarks.)

The 10 sentences will be:

This is a book...a ball...a train...bird...dog
Here is a " " " " "

Have four line drawings of a tree with a dog near it. Have one dog drawn to be definitely big, another definitely little, another merely white, and the fourth definitely black.

Place the big dog at the end of the first one and another at the end of the two unfinished sentences. After the group reading of both, place the printed word big over the big dog and and have the sentences read -- first by the group and then individually when the reader does not know which sentence he is about to read.

Do the same with little, white, black.

Have 10 printed -- or typed -- sentences in order to make enough repetitions for the students to feel confident about the new words.

## Lesson 5

### Using Letters in Spelling Words

Explain that those of the students who wish to write must also be able to spell correctly; and that learning to spell will be an easy matter if they memorize the letters which are in the words they are learning to read.

Explain also that when they hear certain sounds they can write certain letters. For example, ball is made of three consonants and one vowel letter. The b and the two l's are the three consonants and the a is the vowel letter. Ask the pupils to observe that the lips are pressed together while you are making the first part of ball, that the lips open and the sound ah-ah-ah comes from the throat, then the tongue goes to a place just behind the upper front teeth while you finish with the l sound. Say

that in all words of the English language whenever we hear either of these two sounds --the sound of b and the sound of I -- we can use the letters; but we have to remember that there is a letter to represent the ah sound, and there are two l's at the end; and if we wish to remember the spelling of a word we must make a few repetitions, aloud and written.

Take each word in the same manner, thus:

In bird b and r and d may be used.
In train the tr and the n may be used.
In here the h and the r may be used.
In with the w and the th may be used.
In and and end the nd may be used.
In begins the b and g and n may be used.
In this the th and the s may be used.
In book the b may be used but the students must not be told that they can use a k when they hear the k sound.

In ends and is the s uses the z sound. (At this stage in spelling, the students should not be puzzled by the sounds which are spelled by more than one letter.)

(The students should make all of the steps which are listed in the chapter for spelling.)

Other words in the environment may be taught in the same way. A printed word may be attached to the table, the desk, the chair, a window, to various articles and utensils.

All of these words may be put at the blank spaces of the two original sentence form:

This is a ----------.
Here is a ----------.

At an early time the unfinished sentences should use the definite article, as:

This is the ----------.
Here is the ----------.

Soon they might read:

Here are ----------.
Here are the ----------.

These changes make it necessary for the students to be alert in their silent reading. (The teacher should make sure that each reading of a sentence is correctly done, with no incorrect habits developing.)

At all times, the teacher should give help when it is indicated.

## Lesson 6

### Sounds of the Alphabet Letters

With pictures or objects or things that may be touched, teach car, bench, girl, tree, pump, city, country, boy.

Have the students talk about the letters which are used at the beginning and at the end, being sure to use the consonant blends. (Note the nch, and the ty and try.)

Explain that there are two kinds of letters: a, e, i, o, u, which are vowel letters; and 21 others which are consonants; that all of our words are made of just the 26 letters; and that

the letters have sounds as well as names.

Have the students talk about the two kinds of letters in the words as:

Car is made of two consonants and one vowel.
Car is spelled by a c, an a and an r: c-a-r, car.
The c uses a sound of k.
Black is made of 4 consonants and one vowel.
The vowel sound in black is one of the sounds of a.
Black is spelled by bl and a and ck: bl-a-ck, black.
The k at the end is spelled by k.
The c in black has no sound.

In this talk the students use the words which they are to see later in their reading.

The c in city uses one of the sounds of s.
The c in country uses the k sound.
The c in bench helps to spell the ch sound.
When we are learning to spell bench, we need to know that the vowel sound is spelled by e.
We can hear the b and the n and the ch: b e n ch, bench.

In the new words of this lesson, there are two more letters that may be used to spell the word when the learner can hear the sound. The two letters are m and p (pump).

## Lesson 7

### More Words to be Taught From Symbol to Meaning

The following words should be taught by placing the printed word near or upon the picture or the thing that will make it

possible for the meaning to be in the mind when the eyes focus upon the word:

house, store, post office, blue, brown, green, zebra, orange, purple, red, yellow, corn, hair, squirrel, ax

The students may select words from boxes or lines along an upright surface and make sentences for each other to read.

The best way is to use sheets of sentences that have been multiplied on a mimeograph machine.

Copying the words would be excellent writing practice.

By this time the left-to-right eye habit should be established and the students should be doing rapid silent reading and understandable oral reading.

In the words which have been taught are all of the vowel sounds and three of the four diphthongs. Only the u (you, ee-oo) is missing. All of the consonants are used. There are many consonant blends. Thus the students are becoming equipped with a phonics foundation that will make it possible for them to become able to recognize the words they are to meet in their reading.

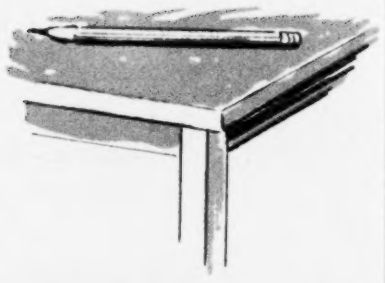
## Lesson 8

### Words Taught in Meaningful Situations

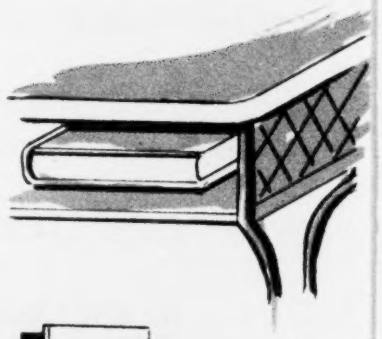
Most of the words that have been taught are names of things which may be touched or pointed out. A few are descriptive. A few are words of action. Other types of words are needed by the students before they begin to read the books, magazines and newspapers that are available.

Some of these others words are:

in, at, on, by, under, over, to, go,
get, see, saw, seen, am, you, we,
he, she, it, they, them; and so on.



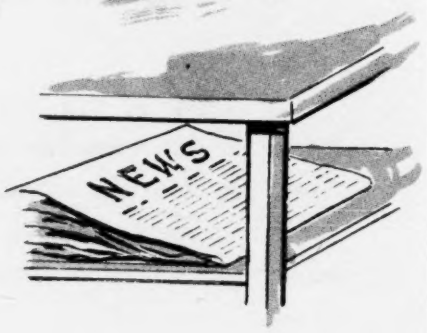
Begin with some of the first seven. For these, have the printed word where it is not seen until it is in a meaningful situation and use it first in a phrase with known words. For example, have a printed sentence on a strip of paper but with something covering the new word. Or the strip may be folded to show all of the sentence except the word to be taught. The sentence might well be such sentences as:



This pencil is on this table.
The book is in the desk.
The man is by the door.
The woman is at the window
The paper is under the table.

At the same time, show the word and have the object at the exact spot. Then study the word as other words have been studied; and read the sentences in group response and individually.

Words which describe action should be seen in connection with the action. Pronouns may be made clear through dramatization.



Lesson 9

## Sounding New or Forgotten Words

The left-to-right movement of the eye focus across the line of print should become the habit whenever the students are studying a new word or are trying to remember a word they may have forgotten. The students should have developed automatic sound response to the nine letters which never use any sound other than the name sound (b, k, l, m, q, r, v, w, z) and to the five letters which never are used for more than two sounds (d, f, j, n, p) and to all of the consonant blends except sc (because of such words as scald and science). When they meet a new word they should go through the word rapidly sounding the consonants but permitting the vowel sound to come whenever there is a vowel letter (or two vowel letters in some words). In some words such as basis both vowel letters are representing a sound. In most words, one of the two vowel letters is silent. In some words the ou and the oi--or the ow and the oy--are used to spell a diphthong.

There are other phonetic facts that the students will use as they advance in their reading power.

The students do not need to bother with the definite sounds of the vowel letters. The vowel sound seems to come of itself through the open throat in between the consonant sounds. (Note: r-m-mb-r, sk-l-t-n, t-l-ph-ne, -lph-b-t, s-p-r-nt-nd-nt, r-pr-s-nt-d). However, the reader must be thinking the meaning, trying to get the ideas from the text, so that when his inner speech produces a word, he will recognize it because of its fitting into the meaning of the sentence.

Lesson 10

## Using the Dictionary

The work that is done in the first lessons with the letters of the alphabet is the beginning of dictionary skill. The students should know the sequence of the letters. In order to be helped by a dictionary, one must be able to turn quickly to the letter with which the word begins, and to pass on to the letters which follow the first letter.

Two things are sought in a dictionary: the meaning of a word and its pronunciation. There may be several meanings for any word. The reader has to choose the meaning which fits into the sentence. In order to secure pronunciation help, the seeker has to be familiar with the key to pronunciation. At the proper time, the class members might have contests to determine how quickly a word may be located.

After the students have completed these lessons, they should be ready to begin reading books. There are many books which are interesting. In choosing the first books, select those that have rather large print and sentences which are short rather than long, and lines of print that are no more than four or five inches in length.

CHAPTER 4

# WRITING

Adult students will come to the writing class either to improve their penmanship or to learn to write. Procedure for improvement would omit some of the preliminary experience for people who cannot write their names, but otherwise would be much the same.

The teacher should have the following equipment: a chalkboard or heavy paper fastened to a smooth upright surface; chalk or a soft, black pencil; the capital letters of the alphabet stretched along the wall with the small letters directly underneath.

Each student should have lined paper and a sharp pencil.

For two reasons the beginning should be made by printing.

1. Cursive writing letters closely resemble the print except in the way they are joined together. Manuscript writing letters are like print except the three letters: a, g and q.

2. The students read print and sometimes are requested to print their names.

The names of members of the class should be put on the chalkboard, first printed then in cursive

writing with the letters directly underneath.

The teacher calls attention to the capitals at the first of the words, indicates how both the lower and the upper case letters resemble print, how some of the letters are twice as high as others, and asks the students to point out the letters which are exactly alike in both upper and lower case. (These will be o, c, v, w, s, x, z)

The students should practice the o in both heights; then the others.

Whether the students are interested in improvement or in first experience they will make the most progress in the shortest time if they practice making the letters in seven different categories, and in sentences.

1. Half-space, un-bridged letters: a, c, e, i, m, n, r, s, u, x.

   One man can run six races.

2. Half-space and bridged letters: b, o, v, w.

   Some worms weave webs.

3. One-space letters with a loop: b, h, k, l.

   The bus is black. The hat is black.

4. One-space pointed letters: d, t.

   We must write words.

5. Above and below the line: f.

   A fish fin fell off.

6. Below the line and pointed: p.

   The pump pumps water.

7. Below the line and looped: g, j, q, z.

   You may get a quart of frozen juice.

CHAPTER 5

## SPELLING

Spelling the words of the English language would be a simple matter if we had 40 letters in our alphabet instead of only 26. With 40 letters each of them could represent only one sound. All any one would have to do would be to make sure of the ability to hear and write the letters which spell them.

Much of the present difficulty is caused by the five vowel letters: a, e, i, o, u. The five letters have to represent 15 vowel sounds and 4 diphthongs. Moreover, there is much duplication. For example, the same sound is spelled in 6 different ways in church, word, first, her, learn, and myrtle; and in thousands of unaccented syllables the obscure, neutral vowel value is spelled in 5 different ways, as in alone, taken, pencil, lemon, circus. The letter o is used for 10 different sounds in old, on, one, corn, look, room, word, oil, out, lemon. The letter a is used for 9 different sounds in ate, air, at, ask, father, walk, cause, learn, alone. Two of the sounds of the letter i are spelled by the consonant letter y.

Much less difficulty is caused by the consonants for the 21 letters have to spell only 25 sounds, and 13 of the 25 sounds are always spelled in the same way, so that when we hear the sounds we can know what letters to write. The 13 sounds are the b, d, h, l,

m, n, p, r, w, y, th (this), th (thin), and wh (hw as in when).

Of the 12 remaining sounds, seven are spelled in only two ways. The seven are: f as in telephone, g as in eggs, j as in gem, s as in cent, t as in looked, v as in just one word of, and ng as in ink.

Moreover, the g and the t and the v always are spelled by g and t and v when those sounds are at the first of a word; and three other sounds --ch, y, z--are spelled by ch and y and z when these sounds are at the first of words. The 13 and six add up to 19 sounds which are always spelled by their letters at the first of words. Two sounds--ng, zh (spelled by s or z)--are never used at the first of words. The four remaining sounds--f, j, k, s--are the source of trouble because the f sound is spelled by ph, the j sound is spelled by g, the k sound is spelled by c and q and x, and the s sound is spelled by c. Adults who are learning to spell might, with profit, remember that the four sounds at the beginning of a word require close attention to the spelling of the word.

Adults who expect to spell correctly may profit by another fact about some of the consonant sounds. Five sounds--g, h, s, sh, ch--are spelled by their letters when the sounds occur at the end of words, as in dig, hurrah and oh, this and dress, wish, church. This five with the 13 sounds which always are spelled by their letters adds up to 18 sounds which use letters that may be used in spelling.

Another fact is helpful. Thousands of words are easier to spell because so many of the consonant blends are spelled by the letters which spell the sounds.

Thus the real spelling trouble is caused by the five vowel letters and five of the 21 consonants. The five troublesome consonant sounds are spelled by k (can, queue, kite, six), z (eggs,

xylophone), ch (chin, cello, picture, suggestion), sh (she, sure, ambition), and the zh sound which is always spelled by s or z but never by zh.

Fortunately, the five consonants are somewhat more reliable when they occur in consonant blends.

The first step in learning to spell is recognition of the letters, and in ability to hear and to speak the 40 language sounds correctly. The teacher can make sure of the three qualifications during the first sessions of the class by following the suggestions which are in the reading and writing sections of the manual. If the suggestions are followed, the pupils have a keen interest in learning to spell.

The following facts may help the teacher to secure good spelling:

1. Every syllable has at least one vowel letter; and, because of the vowel duplication of sounds, everyone who spells correctly has had to learn which of the vowel letters--or the consonant letter y--occurs in the word.

2. Learning to spell is much simplified when the learner knows about the sounds which are always spelled in just one way.

3. Accuracy in spelling results from making enough repetitions for the learning to become permanent.

4. Spelling rules which have exceptions have no value; the economical way is to be able to spell the word instantly without having to spend any time in trying to remember a rule and make allowances for its exceptions.

5. We learn to spell by learning to spell.

The essential steps in learning to spell are:

1. Use the word in a sentence.

2. Name the letters while looking at the word, noticing which vowel and which consonant letters spell the sounds of the words.

3. Look away from the word while naming the letters.

4. Close the eyes while naming the letters.

5. Write the word a few times, giving attention to the principles of good penmanship.

6. Let the muscles which are used in writing make the word "in the air" a few times.

7. Spell the word a few times either aloud or in inner speech.

8. Write the word--or spell it aloud--when someone has pronounced it.

9. In a spelling test, write the word or spell it aloud.

In following these steps in learning to spell, the learner is doing what everyone has to do if he is really to learn to spell; that is, he is seeing the word and using it over and over again while its meaning is in his mind. In the ninth step he is using the word again in order to cement the learning.

When a pupil knows that he can use certain letters to spell certain sounds, he can decide just how many repetitions he must make in order to be sure that he has learned the word. Thus he need not use time and energy in words which he can learn easily.

Much time and labor may be conserved if the students are given an opportunity to write the words of a spelling list before they begin to learn to spell them. While someone is pronouncing the words, the students should write only the words which he knows he can spell correctly. He can then learn to spell the doubtfuls.

This manual takes it for granted that the pupils who are learning to read will also wish to learn to spell. Reading and spelling may be learned together. It is possible for the students to learn to spell all of the words which they are learning to recognize in their reading.

Learning to spell is like learning to talk and read, in that only a few words are learned each day, and the essential repetitions may be provided in periodical review.

People who are talking already are using the sounds; and with proper attention, they can readily learn to hear them and to write the letters of which words are made.

Spelling may be achieved easily provided the learner is willing to make use of sight, sound, memory, repetition and review.

CHAPTER 6

# TEACHING ARITHMETIC TO ADULTS

The primary purpose of beginning arithmetic experiences for adults is to provide instruction that will assist them in the acquisition of some fundamental number concepts, knowledges, and skills that will be of immediate use, and which will serve as the foundation for arithmetic work in more advanced stages. In the beginning or foundation program, adults should acquire some mastery of arithmetical content. For example, adults should learn to count, to read numbers, to write numbers, and the like. However , mastery of content at this stage is secondary to the important aim of providing foundation experiences.

The arithmetic materials provided in the six lessons below are not designed to be a complete course in beginning arithmetic for adults. It is expected that teachers will expand on these materials and provide additional arithmetic experiences for the adults. However, there is one very important principle to observe and that is all materials introduced should relate to the everyday problems of adults. A careful attempt should be made to adapt the materials to the interest and needs of the adult students.

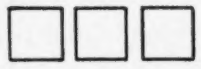
Lesson 1

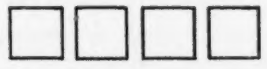
## Counting

How many?

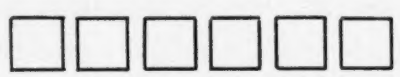
One square

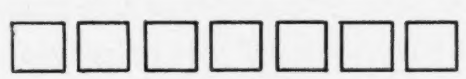
Two squares

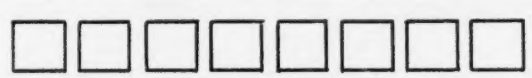
Three squares 

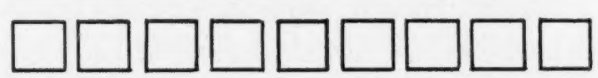
Four squares 

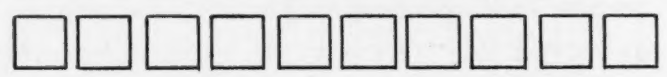
Five squares

Six squares 

Seven squares 

Eight squares 

Nine squares 

Ten squares 

1. Draw 2 squares here. _____.
2. Draw 3 squares here. _____.
3. Draw 4 squares here. _____.
4. Draw 5 squares here. _____.

Four squares 1 2 3 4

Five squares 1 2 3 4 5

Six squares 1 2 3 4 5 6

Seven squares 1 2 3 4 5 6 7

Eight squares 1 2 3 4 5 6 7 8

Nine squares 1 2 3 4 5 6 7 8 9

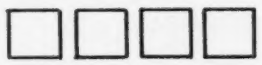
Ten squares 1 2 3 4 5 6 7 8 9 10

1. Draw 2 squares here. _____

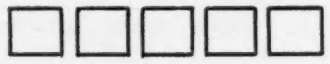
2. Draw 3 squares here. _____

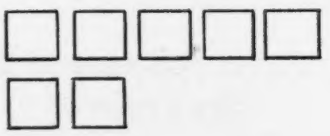
3. Draw 4 squares here. _____

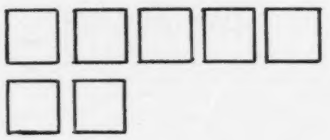
4. Draw 5 squares here. _____

5. Draw more squares to make 6. 

6. Draw more squares to make 7.

7. Draw more squares to make 8. 

8. Draw more squares to make 9. 

9. Draw more squares to make 10. 

Lesson 2

## WRITE THE FIGURE

Write these figures in the boxes below. The dots show where to begin each figure.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | | | | | | | |
| | | | | | | | | | |

Look at the 3 rows of squares.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

1. Count the squares in the first row. There are _____ squares.

2. Are there 10 squares in the second row, too?_____

3. How many squares do you see in the third row? _____

4. How many rows are there? _____

5. In two rows of 10 squares there are _____ squares; in three rows of 10 squares there are _____ squares.

6. Two 10's are _____. Three 10's are _____.

## LESSON 3
## THE NUMBER CHART

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

1. In the first row the numbers be in with 1 and end with _____.

2. In the next row the numbers begin with 11 and end with _____.

3. In the last row the numbers begin with 91 and end with _____.

4. There are _____ rows.

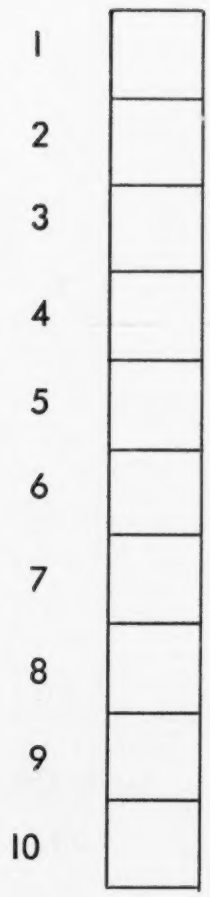
5. Count the boxes by tens. Write the numbers.

   10 , 20 , 30 , _____ , _____ , _____ , _____ ,

   _____ , _____ , 100.

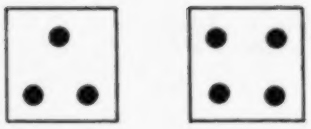
Lesson 4

## WRITE THE NUMBERS



Lesson 5

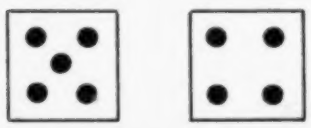
## Telling How Many



Count the dots. Write the missing numbers.

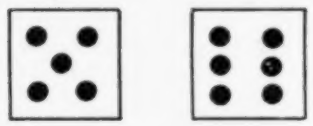
1. 3 and 4 are 7

   4 and 3 are ____



2. 5 and 4 are ____

   4 and 5 are ____

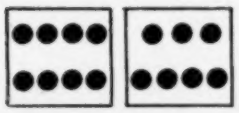


3. 5 and 6 are ____

   6 and 5 are ____

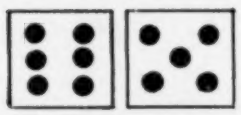
When you say or think 5 and 6 are 11, you are adding. You may write 5 and 6 are 11 this way: 5+6=11. The sign + means "add," or "and." The sign = means "are" or "equals."

4. Count these dots. Write the missing numbers.



8+7= ____ 7+8= ____

5. Count these dots. Write the missing numbers.



9+5= ____ 5+9= ____

Joe has 9 pennies and 5 pennies. He has ____ pennies in all. 9+5=14.

You can write 9+5=14 this way:

$$\begin{array}{r} 9 \\ +5 \\ \hline 14 \end{array} \qquad \begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$$

tells that 5+9= ____.

8+7= ____. 5+6= ____. 5+9= ____. 4+5= ____.

## BASIC ESSENTIALS CHART FOR A LITERACY EDUCATION PROGRAM

### Arithmetic

#### First Stage

For the beginning adult, arithmetic consists in the mastery of:

1. Number concepts for:
   - (a) Many
   - (b) Few
   - (c) More
   - (d) Less
   - (e) Bigger
   - (f) Smaller
   - (g) Longer
   - (h) Shorter
   - (i) Heavier
2. To count by rote to 100
3. Give opportunities to count by objects to 100

4. To read number symbols to 20

5. To write number symbols to 20

6. To add - through 20

7. To take away - through 10

8. To know what addition and subtraction mean

9. To know the symbols for "from" and "and"

10. To understand regrouping (give and take)

11. To be able to apply numbers to simple life situations

12. To be able to use arithmetic flash cards and other simple devices.

## Second Stage

At the second level arithmetic should consist of the mastery of:

1. Number concepts of:

   (a) How many more

   (b) How many left

   (c) Twice as many

   (d) Half as much

(e) Fractional parts $\frac{1}{4}$, $\frac{1}{2}$

(f) Measure sense (as high as ... as deep as ... as long as, etc.)

(g) Time sense -parts of day, night and seasons

(h) Comprehension of estimate (about how many, how few, how much)

2. To count by rote to 1,000

3. To be able to count by hundreds

4. To read number symbols to 1,000

5. To write number symbols

6. To count by two's to twenty

7. To count by fives, tens to 100

8. To know automatically addition combinations

9. To solve simple one-step oral problems in addition

10. To be able to read the date on the calendar, day, week, and month

11. To apply these number concepts to real life situations

## Third Stage

For the third level arithmetic should consist of:

1. Review and constant practice and frequent drill in the 90 addition combinations

2. Review and constant practice in counting, reading and writing of number symbols to 1000

3. Counting objects by 2s, 5s, 10s, to 100 and by 100s to 1000

4. Number concepts of:

   (a) top
   (b) bottom
   (c) heavy
   (d) light (weight)
   (e) faster
   (f) slower
   (g) wide
   (h) narrow
   (i) near
   (j) far

5. Introduction of time:

   (a) Seconds, minutes, half hours, hours

   (b) Telling time by clock

   (c) Time in relation to movement and distance

   (d) Sun time and sun dial

(e) Shadow time

(f) Months of the year

6. Beginning of subtraction

7. Multiplication tables of 2, 3, 5, and 10

8. Division of 2, 3, and 5 - fractional parts (1/2, 1/3, 1/5)

9. Learning the names of and recognizing pieces of money (learning to make change)

10. Buying and selling in relation to multiplication and division

11. Being able to make, read and solve one and two-step problems

12. Learning how to keep records of buying and selling, spending, profits, weather, units completed and books read

13. Learning how to keep scores, time and attendance, and schedules

14. Being able to read and write the day, date, month and year

## READING AND WRITING

### First Stage

Reading:

For the beginning adult, reading should consist of:

1. Getting ready to read. This means the adult must be trained and given the opportunity to express himself in complete sentences. He must be able to tell what he has seen or heard in complete sentences. (See the sample lessons in the first part of this manual.)

2. He must be able to listen with understanding to simple 3 or 4-step directions or a simple story.

3. He must be able to use simple reading in his daily activities.

4. He must be able to retell a simple story.

5. Recognition of a few written symbols such as his name and the names of his classmates, the labels on familiar objects in his daily life.

6. Memorization of simple materials.

7. Matching pictures and words and pictures and phrases.

8. An interest in books and a curiosity in written material such as posters and signs.

9. Telling an original story from pictures.

10. Ability to master simple puzzle pictures.

Writing:

For the beginning adult writing should consist of:

1. Writing his own name and the name of his city or town.
2. Forming letters in manuscript writing.
3. Holding chalk, pen and pencils correctly.
4. The ability to write words for number symbols to ten.
5. The correct writing posture.

## Second Stage

Reading:

During the second phase, reading for the adult should consist of the ability to:

1. Read simple experience charts about everyday activities. These charts may be rich and varied.
2. Retell in his own words what he has read.
3. Dramatize what he has read.
4. Match objects, pictures, colors, phrases and short simple sentences.
5. Match phrases and sentences with chart.
6. Recognize flash card phrases.

7. Match ideas with pictures and pictures with chart ideas.

8. Illustrate by free-hand drawing what he has read.

9. Use proper eye movement from left to right.

10. Read from line to line and retain sentence and story meaning.

11. Read without lip movement.

12. Read silently and orally.

13. Proper way to hold book.

14. Find stories by page numbers.

15. Listen quietly while others read.

16. Read simple readings in book form.

Writing:

During the second phase writing should consist of the ability to:

1. Copy from the blackboard, chart, or book several short, simple sentences.

2. Read and understand what he has copied.

3. Write from dictation several simple phrases or sentences consisting of chart or book reading vocabulary.

4. Have an awareness of letter order and sounds in words and parts of words (this is spelling readiness).

5. Know and practice the proper way to hold pencil or chalk, to place the paper on the desk in the correct writing position, the correct line movement from left to right across the page.

6. Correct formation of letters.

7. Write on a line or lines on the paper.

Many adults have developed writing readiness before enrolling in the adult education class. Therefore, it is possible to teach cursive writing at this level.

## Third Stage

### Reading:

During the third phase reading should consist of:

1. Reading aloud with proper pronunciation, enunciation and inflection.

2. Reading silently with correct reading habits and giving oral interpretation.

3. How to use a book.

4. Understanding and interpretation and retelling of reading matter.

5. How to read songs.

6. Dramatization of reading materials.

7. Reading, following of simple directions.

8. Giving simple direction, in written content.

9. Illustrating stories following written content.

10. Making a group mural of a story in sequence.

11. Write an original story and read to class.

12. Match chart phrases, flash cards and pictures to chart story.

13. Reading a 2 - or - 4 line sentence.

14. Evaluating a story.

Writing:

Writing during the third phase should consist of:

1. Review of letter formation.

2. Review of correct writing posture, holding a pencil or chalk, placing of paper and writing with or without lines.

3. Review of correct copying from blackboard, chart or book.

4. The correct use of spelling and writing in original sentences of reading materials.

5. Writing of a short paragraph from dictation with a simple, familiar vocabulary.

6. Writing individual, original, simple invitations, friendly letters, requests, thank you notes, stories and directions in the correct form.

7. How to write and address an envelope.

8. How to mail a letter.

9. Writing experience stories.

10. Writing simple evaluations of stories and experiences.

11. Preparing a household budget.

12. Keeping simple household accounts.

Spelling:

Formal spelling should be introduced during the third phase. Lists of spelling words should be given daily and immediately used in dictation and later in original sentences. Spelling lists should not contain unfamiliar and unrelated words.

The authors feel that formal phonics may be introduced at this level. Informally, phonics may be introduced at either the first or second level. At any rate attention must be given to letter sound and order and syllabification. In teaching spelling the following procedure is suggested:

1. Teacher slowly pronounces word, adults repeat.

2. Teacher explains word and illustrates with sentences; she may call for other illustrations.

3. Teacher pronounces word again, emphasizing syllables and spelling each, adults repeat.

4. Teacher writes word on the blackboard, emphasizing the difficult parts (ear and eye training).

5. Adults trace word with fingers while spelling.

6. Adults trace word with finger while spelling with eyes closed so as to visualize letter and sound order.

7. Teacher asks for sentence illustration again.

8. Teacher erases word and adults write it.

9. Teacher quickly corrects all mistakes.

Health:

Health should be a definite part of a well organized literacy education program. It should be included in the instruction at all levels. For example, at the first level, adults should be taught the formation of good health habits and attitudes. At the second level, instruction is designed to give the adults complete mastery over the health habits learned during the first phase of the program. The teaching of health concepts to adults requires maturity and sensitivity. It should never take the form of "did you wash behind your ears this morning" approach. Most adults will know the "correct thing to do or say" and will be very cooperative in trying to improve themselves. The third level is the time for beginning training in individual responsibility for the group and appreciation and evaluation of community needs in the field of health and sanitation.

## Science

## Basic and Elementary and Social

### First Stage

At the first level no formal work is done in science. However, an alert intelligent teacher will overlook no opportunity to make the adults aware of the world around them. Many of the adults would have had experiences which would make this part of the program easy. There will be many opportunities for informal scientific experiences. Walks, talks, field trips, songs and games present very many good opportunities for guided science experiences. Adults come to literacy classes knowing a great deal about our government and how it functions. These understandings can be built upon for training in citizenship and public affairs.

### Second Stage

During the second phase science instruction should consist of:

1. What the world around us looks like
    (a) Land
    (b) Water
    (c) Sun, moon and stars
    (d) Tree, flower and food plants

(e) Animals

(f) Wild animals, near our homes

(g) Wild animals we read about

(h) Water animals, near our homes

(i) Insects that we find

(j) Birds near our homes

2. Citizenship Education

(a) Duties and responsibilities of citizens

(b) Privileges of citizens

(c) Voting requirements for citizens

(d) History of major U. S. events

(e) Democratic principles upon which our democracy is founded

(f) National purpose goals

## Third Stage

For adults studying during the third phase science should consist of instruction, experiences with and experiments about:

The environment and how it affects people:

(a) Geographic characteristics

(b) Climatic conditions

(c) Natural resources

(d) Water and its power

(e) Light and heat

(f) Soil and its importance

(g) Conservation

(h) How men work and live

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